

ACME's vision for professional development for teachers of mathematics

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ACME's vision

All students are taught by well-qualified teachers who are themselves professional learners. Schools and colleges are vibrant learning communities in which students thrive because teachers are actively collaborating in professional learning networks, inquiry groups and with experts. Teacher development is both an entitlement and a responsibility and is framed by common national guidelines. Institutional commitment and local infrastructure support the career-long professional development of all teachers. Activities are purposeful, engaging and high-quality, occurring formally and informally in a variety of ways.

The following aims and principles underpin ACME's vision. ACME has also identified a wide range of activities that can support professional development throughout a teacher's career.

Aims

The aim of professional development for all teachers should be to enhance the learning of each and every student. To do this teachers need to:

- develop deeper mathematics subject knowledge, pedagogical content knowledge and other professional learning, including the use of digital technologies,
- engage with mathematics and its uses,
- consider the implications and implementation of policy changes where appropriate, for example new curricula and assessment.

Principles

Professional development that improves mathematics teaching and learning:

- is relevant to the needs of teachers and institutions,
- is mathematics-specific and appropriate to career stage and education phase,
- promotes deep subject knowledge and enhances pedagogical skills,
- is both an entitlement and professional responsibility,
- is sustained and transformative,
- is valued and supported by colleagues, managers and governors,
- is enhanced in professional learning communities and networks,
- is facilitated by experienced and well-qualified experts,
- is informed by research and stimulated by collaborative inquiry groups,
- is planned thoroughly, well-resourced and carefully evaluated,
- encourages reflection and promotes teacher inquiry.

Activities

Activities that support professional development include:

- critical reflection on, evaluation of, and experimentation in classrooms,
- one-off events, such as training days, INSET, workshops and conferences,
- sustained development opportunities,
- online self-study and other forms of e-learning,
- active engagement in professional development communities and collaborative inquiry groups,
- non-award bearing in-service events run by HEIs,
- active membership of a subject association,
- courses that develop subject knowledge or focus on classroom practice,
- postgraduate study such as diploma, Masters or doctoral research.



ACME's vision, aims, principles and activities have been informed by extensive discussions with the mathematics community combined with the results of a literature search.