

The ‘What are we learning about...?’ series is designed to make public the learning that has emerged from NCSL’s Networked Learning Communities (NLC) programme and other initiatives during the last two years. The aim is to generate useful and usable knowledge for practitioners and policy-makers. We intend to produce readable and practical publications, that enable some of the current learning about networking and collaboration, from both NLCs and the wider knowledge-base, to be shared more widely.

Each edition in the series will include:

- Accounts of practice, written by practitioners, that provide concrete examples of networked learning.
- Articles and think pieces drawn from the public knowledge-base that try to make sense of what is known in order to provoke and inform new thinking.
- Development tools and data-sets that enable system leaders and network leaders to work with others in order to develop, analyse and reflect on practice.

What are we learning about...?

‘Making mathematics count’ in school networks

In this fourth edition in the series, we outline what we have found to be the characteristics of effective school learning networks and describe what they look like in practice. We also look at how, through this practice, networks of teachers are helping to address three key issues associated with effective teaching and learning in mathematics:

- **doing mathematics together in networks** to enhance specialist subject knowledge and increase the supply of confident teachers of mathematics
- **planning and working together in networks** to ensure that the current and developing mathematics curriculum, assessment and qualifications framework meets the needs of all learners
- **problem-solving and learning together in networks** to provide the infrastructure required to support mathematics teachers effectively, particularly in terms of their continuing professional development

These ideas are then illustrated through a series of think pieces, accounts of practice and development tools. They are intended to enable you to engage with theory, practice and policy perspectives on the best of what we are learning about developing teaching and learning in mathematics within school learning networks. We hope that the publication will be of use to you if you are considering setting up a network, are part of a newly formed or established network, or if you are simply interested in finding out more about making mathematics count in school networks for the benefit of both teachers and children.

Networked Learning Communities

learning from each other learning with each other learning on behalf of each other

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‘Making mathematics count’ in school networks

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The first nine titles in the series will focus on:
What are we learning about...?

- LEA involvement in school networks
- Establishing a network of schools
- Community leadership in networks
- **‘Making mathematics count’ in school networks**
- The impact of school networks
- Sustaining a network of schools
- Facilitation within school networks
- Professional development in school networks
- Leadership of school networks

To order a copy of this series, please email
nlc@ncsl.org.uk quoting the reference
WAWLA/Making mathematics count

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What are we learning about...?

‘Making mathematics count’ in school networks

“Learning networks are one of the powerful ways to improve pupil learning and attainment in mathematics. They provide a unique resource for developing the professional aspirations of all teachers of mathematics.”

Celia Hoyles

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