

Implementing the Williams Review

Sir Peter Williams

Review Chair &
Implementation Steering Board
Chair



Main review recommendations

- A Mathematics Specialist available to every primary school by 2019
- Other supporting recommendations:
 - Improvements to local school support from LAs
 - Refining the delivery of 'Every Child Counts'



Characteristics of the Maths Specialist

Good and secure knowledge of mathematics (this would provide a secure platform to develop a wider and deeper understanding of mathematics across the primary curriculum)

Good teaching skills (this would provide a grounded practice on which to refine and develop a good mathematics pedagogy)

Good range of assessment strategies for informing their teaching of mathematics (this provides the skills from which to build a better understanding of how diagnostic assessment within mathematics informs teaching and learning)

Strong inter-personal skills (from which to develop coaching and mentoring skills to work with and support colleagues)

Good analytic, critical and reflective skills (to ensure that work with colleagues is more than superficial but does review the learning and teaching in order to improve)

Numbers of Maths Specialists

Pupils/school	Up to 100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801& over	TOTAL
No. of schools	2,605	5,140	5,230	2,500	1,470	232	149	22	13	17,361
Maths Spec. /school(s)	1 to 4	1 to 2	1	1	1	1	2	2	2	
Total Number of Maths Specialists	650	2,570	5,230	2,500	1,470	232	298	44	26	13,021

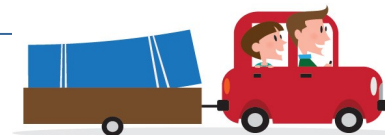
Towards national implementation

- Maths Specialist Pathfinder Oct 2008 – June 2009
 - Exploring questions and testing key issues
 - Testing one particular training framework
- National rollout September 2009
 - Sept 2009 LA preparation
 - Jan 2010 Training begins



High quality local training

- HEIs: your experience, expertise, innovation in training
- Academic accreditation and conformance with Masters level requirements
- Regional HEI appointees to develop & deliver Maths Specialist courses



Next steps

- MS training advertised shortly
- Further work with TDA exploring possibilities within ITT
- Continuing dialogue with HEIs
- And finally.....



ITT – Some Questions

- Maths content in ITT primary courses today
- Pedagogy vs. subject knowledge?
- Changing secondary education landscape (GCSE2; diplomas; AS; A*)
- Hence input competences, esp. for PGCE
- Long term convergence between MS route & PGCE