

The Joint Mathematical Council of the United Kingdom

A Charitable Incorporated Organisation

Registered with the Charity Commission for England and Wales, Registered Charity Number: 1171223

Registered Office: De Morgan House, 57-58 Russell Square, London, WC1B 4HS

Minutes of the AGM and General Meeting held at 11 a.m. on Tuesday 12 November 2019 at the National Council for Voluntary Organisations

Present

Officers

Chair
Deputy Chair
Secretary
Treasurer

Andy Noyes
Alice Rogers
Chris Chipperton
Jennie Golding

Representatives of Participating Bodies

Adults Learning Mathematics
Association of Mathematics Education Teachers
Association of Teachers of Mathematics
British Society for Research into Learning Mathematics
British Society for the History of Mathematics
Edinburgh Mathematical Society
Heads of Departments of Mathematical Sciences
Institute of Mathematics and its Applications
London Mathematical Society
The Mathematical Association
Mathematics in Education and Industry
National Association for Numeracy and Mathematics in Colleges
National Association of Mathematics Advisors
National Numeracy
NRICH
Operational Research Society
Royal Academy of Engineering
Royal Statistical Society
Scottish Mathematical Council
STEM Learning
United Kingdom Mathematics Trust
Wales Institute of Mathematical and Computational Sciences

Beth Kelly (deputy)
Helen Farmery
Heather Davis
Marie Joubert (deputy)
June Barrow-Green
David Pritchard
Jan van den Heuvel
Paul Glaister
–
Peter Ransom
David Holland (deputy)
Sally Barton (deputy)
Matt Lewis
–
Ems Lord
Evelyn Hardy
–
Carole Haynes
Carol Lyon
–
Hannah Telfer
Sofya Lyakhova

Co-opted Members

UK Representative to the
International Commission on Mathematical Instruction

–

Representatives of Observing Bodies

Department for Education [England]
Department of Education [Northern Ireland]
Education Scotland
National Centre for Excellence in the Teaching of Mathematics
Office for Standards in Education
The Office of Qualifications and Examinations Regulation
The Royal Society
The Royal Society Advisory Committee on Mathematics Education
Scottish Qualifications Authority
Welsh Government Education Department

Louise Reilly (deputy)
Julie Harris
Andy Brown
Sue Madgwick
–
–
Helen Harth
Lynne McClure
Sue Pope
–

1 Introduction

- 1.1 **Welcome** The Chair welcomed everyone present and especially those who were new or attending as deputies.
- 1.2 **Practical Arrangements** The Acting Secretary went through practical arrangements for the day including the procedure for emergency evacuation.
- 1.3 **Apologies for absence** Apologies for absence were received from: Jeff Evans (ALM), Sue Gifford (BSRLM), Kevin Houston (LMS), Charlie Stripp (MEI), Graham Griffiths (NANAMIC), Steve Lyon (STEM Learning), Alex Smith (DfE), Emma Gregory (Ofsted), Sarah Old (Ofqual), and John Mason (Welsh Government Education Directorate).

2 Annual business

- 2.1 The Annual Report was approved (Proposed: Paul Glaister; Seconded: Sally Barton).
- 2.2 Jennie Golding presented the Annual Accounts. She explained that the Cooperative accounts were used for general expenditure while the 90-day notice TBS and BCME current accounts were for the restricted BCME funds. While these appeared to hold large amounts, this was needed for costs relating to a future BCME and could need to be accessed at relatively short notice including to contracted administrators. In response to a question, the Treasurer explained why a significant amount was held in the BCME current account and more not placed in the 90-day extra account. In answer to a question about ICME-14 bursary money, it was clarified that only the grant from the IMA has actually been received.

The Annual Accounts were approved (Proposed: David Pritchard; Seconded: Heather Davis).

- 2.3 The budget was approved as presented (Proposed: Heather Davis; Seconded: Beth Kelly).
- 2.4 Approval was given to subscriptions for 2019-2020 being held at the same level as 2018-2019 (Proposed: Jennie Golding; Seconded: Paul Glaister).
- 2.5 It was noted that Chris Chipperton would become Secretary at the end of the annual business. The Chair confirmed that he had written to Peter Thomas to thank him for his work whilst Secretary.
- 2.6 The Acting Secretary explained that whilst Chair, Secretary and Treasurer are mandated officer roles, the position of Deputy Chair is optional. Council, therefore, needs to agree each renewal at the AGM prior to the election of a new Deputy Chair. In order for the Chair and Deputy Chair to be elected out of phase, the current Deputy Chair's term will end in November 2020. Council decided unanimously that the Deputy Chair role should be continued. It was clarified that the Deputy Chair is a Trustee.
- 2.7 Following a secret ballot, Graham Griffiths was voted in as Elected Trustee to serve until the end of the AGM in November 2022. Both he and Peter Ransom were thanked for standing.
- 2.8 The Secretary explained that in considering the vacancies for Co-opted Trustees, the Trustees had looked at the breadth of cover. It was felt that it continued to be important for one or more non-English jurisdictions to be represented and that higher education mathematics should also be included. Consequently, Sofya Lyakhova and Kevin Houston were proposed for the roles to serve until the end of the AGM in November 2020. This was approved unanimously.

The Chair thanked outgoing Trustees Sally Barton and David Pritchard for their involvement and efforts over their time on JMC.

3 Minutes of the meeting held on Tuesday 4 June 2019

- 3.1 **Approval** In item 9, second set of bullet points the last sentence of bullet point 7 was deleted.
The minutes of the meeting held on Tuesday 4 June 2019 were approved (Proposed David Pritchard; Seconded: Paul Glaister).
- 3.2 **Matters arising not elsewhere on the agenda** The Chair explained that following the June meeting, presenters had produced the previously circulated documents. For a number of reasons (differences of content and style, the possible need for official sanction, the need for regular updating) it was not thought appropriate that they be put in the public domain and JMC members were asked to keep them within Council. However, their potential value was recognised and the Trustees proposed that Expressions of Interest be sought to develop and supplement the information into a matrix and short

report. An EOI has been prepared and will be circulated to all members for them to promote through their organisations and to anyone they know who may be suitable. **Action: Secretary; Action: All**

Peter Ransom welcomed what had been produced and commented that the information would be useful in connection with the National Presentation that is planned for ICME. He was assured that the intention is for the work on the report/matrix to be completed for May 2020.

Following the presentation on teacher recruitment in England at the February meeting, Kevin Houston and Heather Davis have produced a summary document, which has been circulated. Any comments should be sent to the Secretary by the end of December. **Action: All**

4 Reports from Trustees

- 4.1 **Chair** The Chair reported that a Trustees' planning day had been held in September as part of an exploration of different patterns of meetings. One of the issues discussed was the relationship between the changing forms of JMC and ACME.

It was reported that ACME had sought to reduce the load on Contact Group members by reducing the number of meetings. Working groups had been established on a number of topics, e.g. statistics, T levels, GCSE resits, multiplication tables, and the draft early learning goals in which shape and space did not appear. RS/ACME is developing a major Mathematics Curricula Futures Project.

The Chair reported involvement in conversation with Ofqual regarding A levels, their grade boundaries and the drop in numbers taking the qualification.

As a majority of JMC bodies had not signed up to Maths Week England, it was not considered appropriate for JMC to partner at this stage. JMC Trustees remain supportive and have been in ongoing communication with Andrew Jeffrey. He has been invited to attend the February JMC meeting to give feedback and discuss future plans. Lynne McClure added that 170,000 people had signed up to MWE. The Secretary is to write to congratulate him on this achievement. **Action: Secretary**

The Chair has continued conversations with Lorna Haworth regarding teacher recruitment and work on subject specific issues. Changes have been made to bursary payments in England with more staged payments.

- 4.2 **Deputy Chair** The Deputy Chair reiterated concerns about additional testing required by some HEIs in England. She had followed this up with Jan van den Heuvel (HoDoMS).

Council was informed that a scoping document had been prepared on the topic and that expressions of interest would be sought for a report to be completed for May 2020. This will be circulated to all members for them to promote through their organisations and to anyone they know who may be suitable. **Action: Secretary; Action: All**

Jan van den Heuvel added that the subject had been discussed at the September meeting of HoDoMS and it was thought right to pursue the matter. There is an awareness of a lack of communication between universities and between universities and schools. University departments are also aware that there is an impact on widening participation.

It has been agreed that there will be a session devoted to the topic at HoDoMS conference in April. It is hoped that this will be a panel discussion bringing together university and school perspectives.

- 4.3 **Secretary** The Secretary emphasised points in his written report.
- 4.4 **Treasurer** The Treasurer had covered all points within the annual accounts.
- 4.5 **Bye laws** The amendment of 0.1 to 'These bye laws shall be reviewed before the end of 2020' was approved. **Action: Secretary**
- 4.6 **Policies** That there were no changes necessary was noted.

5 Reports from Committees

The Chair commented on the number of missing reports and encouraged representatives to submit these on time saying that JMC was only as good as the engagement of its constituent bodies. He also encouraged the inclusion of key questions and issues that could be discussed. The deadline for reports for the next meeting was flagged: 4 February 2020.

- 5.1 **BCME Committee** The Secretary reported that no progress has been made with the appointment of a Chair for BCME. A final call is to be made with a deadline of the end of January 2020. Council was encouraged to promote the role. **Action: Secretary; Action: All**

Sally Barton clarified that the role is intended to be strategic and smaller than had been the case previously. With appropriate support from others, key issues would be the identifying a suitable venue and developing the programme. Administration is to be outsourced.

- 5.2 **GCSE Working Group** The report was noted.

- 5.3 **ICME-14 Bursaries Committee** The report from the ICME Working Party was noted including the missing final line in point 2 making make the final sentence 'It would provide an overview of mathematical education in the UK for any interested party, not just ICME, so is an investment for the future'. Representatives were encouraged to promote the bursaries through their organisations. Trustees will consider the other points.

6 Reports from Participating Bodies

- 6.9 **London Mathematical Society** Paul Glaister added that Jane White was now in contact with Thomas Webb at the DfE regarding the LMS's Education Committee's sub-committee on 'Mathematics Teachers' and their work on the 'Teaching Mathematics as a Career' initiative.

- 6.10 **Mathematical Association** It was questioned whether the Stirling conference had been intended to be a shared event. Peter Ransom stated that this was not the case. It was pointed out that the conference had coincided with school holidays.

- 6.14 **National Numeracy** The Secretary reported that he had been informed that Mike Ellicock would be standing down as CEO in 2020.

It was questioned whether a calendar of mathematical conferences and events existed. This seems not to be the case although Jo Morgan has a list <https://www.resourceaholic.com/p/maths-education-conferences-201920.html> . The Trustees are to consider whether there is a role for JMC to play here. **Action: Trustees**

7 Reports from Observing Bodies

8 Reports of Meetings

- 8.1 **Trustees Planning Day** Noted.

9 Discussion of Reports

Beth Kelly informed Council that ALM is looking to hold a conference in 2021. Suggestions for possible venues and partners are sought. (Please email these to her direct using the address in the covering email.)

Council considered how the RSS could present opportunities within limited resources for RSS fellows (including RSS local groups) to engage in other outreach activities. In reply to a question, Carole Haynes stated that the RSS offered both e-teacher membership and student membership with no fee.

10 Any other business not elsewhere on the agenda

The Chair said that the discussion item for the February meeting is 14-18 qualifications to which awarding organisations will be invited.

While the Trustees have some provisional topics for the summer, he invited suggestions for discussion items that might be considered at future meetings, on ways of working or any other issues. Suggested discussion topics were:

- International perspectives. This was thought to be particularly relevant given developments relating to mathematical literacy with PISA (PISA Framework: <https://pisa2021-maths.oecd.org/>) and the OECD Future of Education and Skills 2030 project (<http://www.oecd.org/education/2030-project/>).
- Mastery

- An update from MMSA on the possible move towards one classroom organisation. (The executives of the various associations are expected to respond before Christmas as to whether or not this is to go ahead)
- How does JMC gain impact? What does it hope to achieve? How does its mission translate into practice?
- Teacher retention and support including engagement with senior leaders in schools.
- Equality and diversity including de-gendering the curriculum.

With regard to ways of working, it was suggested that the main business included more short information and discussion items .

11 Discussion: The Professional Development Landscape across the UK

The discussion opened with four short presentations from different perspectives.

Carol Lyon (SMC) – a Scottish local authority perspective

- 11 years with the LA with professional *learning* as a large part of the remit.
- The Donaldson review with a view to professional standards is key. Enquiry is at the core with a move away from 'mass forced feeding'.
- Evaluation of the long term benefits of old style training had shown it to not be effective.
- Successful schools had in-house numeracy champions.
- Champions developed as a group with their professional learning. However, they are a minority group.

Issues

- The pressure on headteachers to raise standards leads to them looking for quick fixes.
- There is a tendency to jump between initiatives.
- There is a need to consider context and not simply 'jump on the bandwagon'.
- It is not without risk and entails trust.
- Whole-school development impacts on subject specific development.

Sue Madgwick (NCETM) – a government funded provider's perspective

- Contracted by the Government in England with foci of mastery and the Hubs network.
- Two large reports are key to NCETM's work – DfE Standards for Teacher Development; ACME's Professional Learning for Teachers of Mathematics.
- Long-term programme for the teaching of mastery training groups of specialists who work in their own and other schools.
- NCETM works through the Hubs network.
- Seeking to develop collaborative groups to make the programme sustainable.
- Working within a locality with more than one school is important as is having a theme.
- Professional development materials are web based but intended for use with others, not independently.

Issues

- The general landscape with schools not fully understanding the opportunities available.
- Mathematics sits on its own and is not part of an integrated multi-discipline structure.
- Engaging senior leaders to enable teachers to participate in professional learning.
- Time for professional learning in schools needs to be part of a teacher's entitlement.

Pip Huyton (Accomplish Education) – an independent consultant's perspective

- Independence is the key. It gives flexibility.
- The ability to choose where to work.
- Goes where no one else wants to work – often with schools in special measures.
- Deals with challenging circumstances.
- Relationships are key.
- There is not the resources for teachers to attend external PD
- Remote work/support using IT.
- Can provide/direct to a wide range of resources e.g. NRICH, Expressos, NCETM.

Issues

- Where are all the independent consultants? Most have gone into organisations and now ‘follow the line’.
- School leaders. Where do they get their advice?

Tom Roper (MMSA) – a subject association perspective

- MMSA organisations commonly arrange 20+ professional development events (1 or 2 day, individual or shared) with plenary speakers (HMI, international standing), workshops (research based/informed). Those delivering have long experience of doing so.
- This year, of the 16 events organised, 6 have not run. Fewer classroom teachers are able to attend because of cost and/or time.
- Events run on Saturdays are getting saturated.
- Events are often put on with no fee.
- Local branches (ATM, MA, joint) varying in health from less than 10 participants to 40+ provide an opportunity to share interests.
- Subject associations are independent, classroom facing organisations with no product to sell.
- Members can communicate with HEI colleagues who can otherwise be difficult to identify/access.
- Schools seek recommendations about courses.

Issues

- Identifying the right needs.
- What access do teachers have? What are the obstacles (time, cost, workload)?
- Qualifying teachers more increases the risk of them moving on, so schools often appear reluctant to support development.
- Have schools stopped looking outwards?

The Chair then invited the meeting to have small group discussions focused on:

- The discussion points raised in the NRICH report
- How the community identifies the right PD needs
- Key obstacles and challenges
- What can JMC do to take the topic forward?

Feedback raised:

- The role played by subject associations
- Early career professional development is highly important. ITE does not develop enough knowledge of research based development. Entrants should be trained for understanding their own career-long professional learning/development.
- School based training on topics such as behaviour can take precedence.
- What does ‘good quality’ professional development look like? Collaboration is an important element. On-line professional development can increase participation but can lose the opportunity to network, and the evidence is it’s less effective for developing pedagogy. Ideally there should be a blended approach.

Significant themes appeared to be:

- Quality (assurance) of professional learning/development.
- Issues around school leadership/management.
- The culture against which professional development takes place.
- The need for time to work with colleagues.
- The development of subject specific knowledge is lacking for all (individual, departmental, school) needs.
- Big structures don’t provide appropriate professional learning/development tailored to individual need.
- Greater use should be made of HEIs in order to ensure that work done is supported by a robust evidence base and is research informed.

12 Conclusion

The Chair thanked everyone present for their contributions and closed the meeting.

13 Dates of future meetings

Tuesday 18 February 2020 at The National Council for Voluntary Organisations, Regents Wharf,
8 All Saints Street, London N1 9RL (deadline for papers: Tuesday 4 February 2020)

Tuesday 2 June 2020 at The London Mathematical Society, De Morgan House,
57-58 Russell Square, London WC1B 4HS (deadline for papers: Tuesday 19 May 2020)

Thursday 12 November 2020 at The National Council for Voluntary Organisations, Regents Wharf,
8 All Saints Street, London N1 9RL (deadline for papers: Thursday 29 October 2020)

These meetings will begin at 11.00am