

## **19.02.08 NCCA report from M Lyon for NPC-pp**

### **Project Maths**

Project Maths has got the go ahead from the Minister. Enclosed with my report is an outline of the timeline with regarding to the initial schools (24) wand all other schools. An additional Maths educational officer has been appointed and NCCA is currently seeking another education officer to join the team.

There is a project management group in place

- NCCA to take a leading role

24 schools to being in sept 2008

All other schools begin in Sept 2010

Strand sequence

1. Statistics and probability
2. Geometry trigonometry
3. Number
4. Algebra
5. Functions

### **Issues**

Selection of 24 schools for initial stage – letter has gone to all schools inviting them to participate in this project. Schools will put themselves forward. The project team will then contact the selected schools having regard to school type/gender/geographical region etc.

Concerns re phased examination arrangements – discussions on the equity of allowing a number of students to sit a different exam have taken place. It was pointed out that the aim of the development is to improve learning in maths, thereby improving performance. This will take time to be reflected significantly in results. Changes in the exams will affect only one of the papers in any one year. It is important to make sure students are treated equally, while allowing for difference.

Consideration of Fountain Level – I believe parents would think it is desirable that FL maths be retained for LC students. At Jr Cycle the bridging/common for all 1<sup>st</sup> year students may lessen the need for FL at JC. I'm still waiting feedback on this issue from you. However, its status within system, recognition and progression routes will have to be addressed in this project.

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### Implementing Project Maths

- Resource implications
- Communication strategy – to include parents. While the website will be valuable in communicating the developments, in addition, teachers will need face to face communication about the development as they progress to implementation and I believe the same applies to parents representatives.
- Sources of additional support – from 3<sup>rd</sup> level institutions etc

### **Next steps in 2008**

February: Information to all schools + invitation to participate in initial implementation stage.

April: 24 schools identified and confirmed

May: Initial information meeting with schools

September: Support team in place

From Sept: Professional development and support for teachers in the initial implementation.

### **Syllabus development**

Jan – May: Strand 1- statistics and probability

- Syllabus elements agreed
- Teaching resources prepared

April – June: Strand 2- geometry and trigonometry

- Syllabus elements agreed
- Teaching resources prepared

From autumn 2008: other strands to similar timescale (it may be possible to include strand 5 in with Strand 3+4)

### **Projects Maths – ongoing work**

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- Ctees and Board of Studies to sign off on syllabus element and classroom resource materials for each strand
- Implementation support
- Support service team
  - Selection and training of team and associates
  - CPD for teachers in initial schools
  - SPD for all teachers of maths
- Online support

The delay in getting this project off the ground is now over; I believe that if this project is successful, we may see other changes to curriculum areas addressed in the same fashion. There is so much that can be learned from working with a small group of schools initially and making adjustments as you goes along. Of course I would expect many schools/teachers around the country will be paying attention to the website support service and making changes to their own methodologies.

It is envisaged that students will improve their understanding of the concepts and application of maths and that they will develop problem-solving skills rather than just get better at answering questions. So, out with the rote learning and hopefully our children will be able to apply their mathematical skills long after the LC.