**Mathematics Support Teacher Fact Sheet**

**Mathematics Support Teacher (MST) is a supplementary support that targets students who are**

**not meeting expectations in mathematics.**

**MST consists of mentor support, workshops and tertiary study from February to the end of the school year.**

**The MST will initially work with small groups of students to accelerate their progress, before integrating successful interventions into classrooms in partnership with teachers.**

**The MST teacher is supported to develop expertise in accelerating this cohort of students, and to transfer that learning across the school. The MST is required to undertake a post-graduate paper.**

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| **How does MST work?** | * **Teachers with expertise in mathematics** work with small groups of students who are not meeting expectations in mathematics. The teachers are supported to inquire into their practice to establish what works to accelerate students who are well below curriculum expectations, and to share their learning.
* **The MST teacher is a classroom teacher** – they are funded (as below) to spend time on MST outside their regular classroom teaching and will run a series of supplementary interventions for different groups of students throughout the year.
* Schools are required to ensure the accelerative effects gained from participation in MST are turned into a sustainable model within classrooms and across the school and/or Kāhui Ako.
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| **How are schools supported?** | * **Mentors** support the **MST teacher** to go through iterative cycles of inquiry to get a deep knowledge of working with this cohort of students.
* A series of **Ministry-funded workshops** (more details below).
* MST schools receive **funding support from the Ministry** to release a teacher from a portion of their usual classroom teaching.
* Funding varies depending on the size and decile rating of the school. Costs are shared between the Ministry and the school, with the Ministry contribution paid through the school’s operation grant. So, as an example, in a decile 2 school the Ministry would fund 80% of the MST role and the school would fund 20% of the MST role.
* The total funding (Ministry and school) for an MST role is based on the current Step 11 teacher base salary and the size of the MST role. The size of the MST role is based on the size of the school, ranging from 0.2 FTTE for a school with fewer than 131 up to 1.0 FTTE for a school with more than 598 students. Funding is per school. While the MST role may be shared between more than one teacher i
* The MST is initially expected to work with approximately 10 students for every 0.1 FTTE they have been funded for. Successful interventions are then integrated into classroom practice across the school.
* Schools and **Boards of Trustees** need to support the intervention, as well.
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| **What are the expected outcomes?**  | * In the short term, **acceleration** for small groups of learners who are achieving well below the mathematics expectations.
* **Increased teacher capability** to work with those students who are well below expectations.
* Key knowledge gained from the MST teacher is shared with other teachers. The MST takes a lead role in transferring and mobilising knowledge and ensuring effective teaching practices are implemented school wide. The pool of highly effective teachers is expanded.
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| **How will the MST programme support the building conditions to ensure success?** | * Involvement in MST will support the development of conditions that build success for their **students, teachers and the school:**
* an effective and culturally responsive mathematics teacher with good content and pedagogical knowledge, and the willingness to inquire into doing things differently
* leadership capability and support for MST and a willingness to adapt and change at an operational and professional level
* school-wide monitoring and assessment through inquiry and knowledge building processes, underpinned by the concept of ongoing improvement.
* [ERO Report. Raising Achievement in Primary Schools (June 2014)](http://www.ero.govt.nz/National-Reports/Raising-achievement-in-primary-schools-June-2014) outlines what a ‘**strategic and successful**’ school looks like.
* Schools that have **successfully implemented ALiM within their school** are at an advantage, but this is not essential.
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| **How does MST fit in with the overall support for mathematics achievement**  | * MST fits within the three-tiered system of teaching support for students:
* **Tier 1:** effective classroom teaching
* **Tier 2:** supplementary support (more intensive and explicit than instruction in Tier 1). **MST sits in tier 2.**
* **Tier 3:** specialist support (most intensive instruction).
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| **What will the intervention schedule look like for a school?** | **MST w**orkshops run from February to November * **Workshop:** (the principal and MST). Evaluation and self-review. Review of school’s current mathematics strengths and needs, data information, expectations around release time.
* **Block course 2, 3, 4:** (the MST). University study for post-graduate paper. MST review, reflection and forward planning.
* **Workshop 5:** (the principal, MST and a mentor**).** Workshop involving review, reflection, reporting and forward planning. Reflect on the mentor support that was provided.
* Each day during the intervention, the MST will be expected to be working with 1-3 small groups of students not meeting expectations in mathematics.
* The MST will also spend time with the students’ teachers, **to transfer learning back into classroom.**
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| **Building school-wide systems, capability and processes** | * As a result of being involved in MST, **school systems and processes around interventions are strengthened**.
* Monitoring students, and responding to ensure the trajectory are maintained, with a long-term goal in mind for students.
* Implementation of MST will:
* increase teacher knowledge of what works across the school for priority groups of students
* support school and teaching cycles of inquiry
* transfer and mobilise knowledge, ensuring effective teaching practices are implemented school wide.
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| **School reporting** | * Participating teachers provide these data to their Board as part of a short report that outlines the accelerated achievement that has occurred, includes some thinking about how the school will integrate the learning from MST with other strategic decisions to improve outcomes for students.
* Mentors will provide the Ministry with aggregated data.
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| **What happens after successful completion of the initiative?** | * Knowledge gained from the MST is **shared with other teachers across the school**.
* Communities of Learning l Kāhui Ako that have chosen to identify maths as an achievement challenge could decide to implement MST in their community and share the learning across all schools.
* The school, or community of learners, has a valuable resource in the MST teacher, who has the expertise to work effectively with this cohort of students.
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| **Post-graduate study** | * The MST is required to **undertake a post-graduate paper each year**.
* Funding support is available for MST. $1,000 will be paid by the Ministry towards the tuition fee on successful completion of the MST compulsory paper.
* It is expected that the Board of Trustees will commit to paying the balance, as part of building school capability in mathematics.
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| **For more information**  | * [ERO Report. Raising Achievement in Primary Schools (June 2014)](http://www.ero.govt.nz/National-Reports/Raising-achievement-in-primary-schools-June-2014)

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