

**LONDON MEETING
PROJECTS TO BE SUPPORTED GOING FORWARD**

No	Gp	Idea
1.	D	Change HE curriculum so that some courses have enough Maths for teaching but not a full Maths degree as we know now.
2	D	Address gender balance through role models etc (IoP experience not good).
3.	D	Industry visits to schools.
4.	D	Teacher visits/experience of industry.
5.	D	Start ideas at primary school.
6.	A	Understand different reasons for boys/girls to do Maths.
7.	A	Need an overarching strategy which joins up the whole process primary-HE-Emp then lots of small initiatives.
8	A	Show Years 8 and 9 around university departments.
9	A	Sort out careers teachers.
10	A	Get Maths associations to work together.
11	A	Drop stats in GCSE.
12	A	Make links between specialist Maths schools to find out what they are doing and then to disseminate.
13	A	We urgently need more/better quality of maths teachers.
14.	A	Schools and universities to collaborate through joined up initiatives.
15	A	Ensure best teaching in first year university.
16	A	Improved training opportunities for non specialist Maths teachers.
17	A	Look at other countries.
18	A	Training for HE lecturers.
19	A	Revise A level syllabus.
20	A	Financial incentives for long term Maths teachers.
21	A	Problem with students having to optimise UCAS scores.
22	A	HE Maths Departments are shrinking.
23	F	Use Aimhigher subject specific initiatives.
24	F	Fund Bursaries (EMA).
25	F	Careers - don't knock the advisors - do something about it.
26	F	Include details about Maths careers in PGCEs and in teachers' CPD.
27	F	Have mathematics represented at careers fairs.
28	F	Continue support to current good initiatives.
29	F	Work with science networks.
30	F	Collaborate with Scotland.
31	F	Is there a role for Foundation degree in Maths.
32	F	Drop the elitism that often goes with Maths.
33	C	Investigate new approaches as well as development of current approaches.
34	C	Enrich the curriculum with current and topical case studies supplied by business/industry.
35	C	Develop CPD programmes with accreditation.

36	C	Quality promotional information targeted at students at every decision point – website, role profiles of young/dynamic individuals, careers information, outreach campaigns.
37	C	Better media portrayal of maths and mathematicians.
38	C	Highlight financial success.
39	C	Make sure maths is part of science initiatives eg science Media Centre.
40	C	Ask industry for the skills they require.
41	C	Work with all learned societies/professional bodies.
42	C	Put spin on ‘maths is hard’.
43	G	Get industry examples from a broad range of industries on why Maths is important aimed at KS4 14-16.
44	G	Get Careers profiles videos, webbased, visual material. Ensure teachers as well as students are aware of these.
45	G	Make school pupils and students more aware of how industry works ‘Brand experience’.
46	G	Extend ‘Teach First’.
47	G	Use mentoring/support.
48	G	Too many initiatives at present, so use existing initiatives rather than start new ones.
49	G	Give teachers sabbaticals to go to industry.
50	E	Need to get parental involvement early on. This will need materials and better information to parents
51	E	Think about adult learners; we need to identify Access courses which promote routes into Maths
52	E	We need more on problem solving and applications. Numeracy strategy and resources
53	E	Careers: More promotion, build on CMS Website, more opportunities for advisors
54	E	Build on UAS type schemes: Students from HE going into schools
55	E	Industry/employer involvement with schools and HE, links with former pupils.
56	E	Information, Communication. Ensure appropriate individuals remain informed.
56	E	Think of target audience and act when optimal eg at transition points.
57	B	Careers video, Maths at Work, Maths Agony Aunt website, Teachers TV are all valuable resources
58	B	Further Maths Network, MMP Fun Maths road show (Liverpool) are all useful for teacher and pupil support
59	B	Pay students to support other students.
60	B	Have one main website to coordinate all the resources and initiatives.
61	B	CPD needs money for teachers and time for teachers.
62	B	Involve Press/TV shows.

MEASURES OF SUCCESS

1.	D	Gender balance in post 16 Maths.
2.	A	Retention of more students.
3.	A	Numbers doing PGCEs in Maths.
4.	A	Joined up thinking.
5.	F	Integrate monitoring and evaluation.
6.	F	Sustainability of new initiatives.
7.	C	Measure how over time the perception of Maths and mathematicians changes: do this for public, parents, students, careers advisors, teachers.
8.	C	Numbers doing maths.
9.	C	More information more widely known.
10.	G	Increase in student numbers at different stages.
11.	G	Increase in numbers of teachers.
12.	G	Retention of teachers.
13.	E	London Benchmarking System.