CfEM

Whole College Approach

Self-Assessment Task 2:

Survey Questions

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For each question, you are asked to choose the category that you think best describes the college approach. This should represent your own personal and honest view of how this works in practice, from your own perspective. A summary of responses will be made for discussion, but the names and responses of individuals will not be identified.

Questions

1. College strategies for mathematics

Which category best describes how strategies for mathematics are usually developed in the college?

Fragmented	Coordinated	Collaborative	Active participation
Strategies are developed by either SLT, vocational staff, or maths staff with little coordination.	There is a coordinated approach with clearly defined responsibilities for different staff.	There is collaboration between SLT, vocational staff, and maths staff, to plan strategies.	SLT, vocational staff, and maths staff are actively involved in identifying areas for improvement and working together to find solutions.

2. Operational systems: approach to timetabling mathematics

Which category best describes the approach to timetabling mathematics sessions in the college?

Fragmented	Coordinated	Collaborative	Active participation
▪ Different practices in different areas ▪ No overall plan ▪ Tensions between vocational and maths staff about timetabling.	▪ One overall plan ▪ Clearly defined responsibilities and priorities.	Vocational and maths staff work together to plan and find solutions to problems.	Vocational and maths staff are both active in identifying areas for improvement and working together to find solutions.

3. Operational systems: enrolment of students for mathematics

Which category best describes how students are enrolled in mathematics sessions?

Fragmented	Coordinated	Collaborative	Active participation
▪ Different practices in different areas ▪ No overall plan.	▪ One overall plan ▪ Clearly defined responsibilities and priorities.	Vocational and maths staff work together to enrol students.	Vocational and maths staff are both active in identifying areas for improvement and working together to find solutions.

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4. Operational systems: student attendance for mathematics

Which category best describes how student attendance in mathematics is monitored and followed up?

Fragmented	Coordinated	Collaborative	Active participation
▪ Different practices in different areas ▪ No overall plan ▪ Tensions between vocational and maths staff about who is responsible.	▪ One overall plan ▪ Clearly defined responsibilities.	Vocational and maths staff work together to monitor attendance and take action when students are absent.	Vocational and maths staff are both actively involved in identifying areas for improvement in the system and working together to find solutions.

5. Communication: across the college about mathematics

Which category best describes the type and frequency of communication between mathematics and vocational staff?

Fragmented	Coordinated	Collaborative	Active participation
▪ Opportunities to meet are limited ▪ The extent of email communication is variable ▪ Little consultation or information exchange.	▪ Regular meetings and/or email communication to discuss issues ▪ Plans and changes are communicated clearly.	Regular meetings and/or email communication to discuss issues, collaboratively find solutions, and consult about future plans.	Frequent meetings and email communication in which both maths and vocational staff identify issues, exchange views, work together to find solutions, and develop future plans.

6. Communication: between mathematics teachers

Which category best describes how often mathematics teachers meet together to discuss teaching and learning (in a formal PD session or a team meeting)?

Fragmented	Coordinated	Collaborative	Active participation
▪ Opportunities for all maths teachers to meet together are rare ▪ Email communication is variable ▪ Opportunities for collaboration about T&L are very localised.	▪ The majority of maths teachers meet together at least once per term ▪ Email communication is regular but not frequent ▪ Opportunities for collaboration about T&L are infrequent and/or localised.	▪ Regular meetings of the majority of maths teachers, at least once per month ▪ Frequent and regular email communication ▪ Most maths teachers have opportunities to work together on T&L.	▪ Frequent and regular meetings for all maths staff ▪ Regular and frequent email communication ▪ All maths teachers have regular opportunities to work together, explore issues with T&L, and develop their practice.

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7. Teaching and learning of mathematics

Which category best describes the extent to which responsibility for students' teaching and learning of mathematics is a shared responsibility between mathematics staff and vocational areas?

Fragmented	Coordinated	Collaborative	Active participation
▪ Student learning of maths is the responsibility of maths staff only ▪ There is no consistent expectation about making curriculum links or using embedded practices ▪ These vary considerably across the college.	▪ Vocational areas are nominally responsible for students' results ▪ There is an expectation that links will be made and embedded practices used.	▪ Vocational and maths staff meet on a regular basis to discuss student progress with maths ▪ The use of embedded practices and curriculum links are promoted.	▪ Vocational and maths staff work together closely to identify issues with student progress and find solutions ▪ Vocational and maths staff meet regularly to support each other with curriculum links and embedded practices.

8. Consultation: planning and implementing changes

Which category best describes the current approach to the planning and implementation of changes to mathematics in the college?

Fragmented	Coordinated	Collaborative	Active participation
Consultation about changes to systems, strategies, and working practices is very limited.	Plans and changes are communicated clearly but often without consultation.	Consultation about changes to systems, strategies, and working practices takes place, and some collaboration.	Staff teams work collaboratively with managers to find solutions and develop future plans.

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