

## **EXPLORING THE DEVELOPMENT OF A MATHEMATICS CURRICULUM FRAMEWORK: CAMBRIDGE MATHEMATICS**

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*Cambridge Mathematics is developing an innovative framework for presenting and organising the domain of mathematics that will not be tied to the curriculum needs of any single region, but will be able to lend valuable and coherent support to curriculum development efforts in jurisdictions across the world. After much consultation, investigation and research we are developing a map of the full domain of mathematical knowledge from pre-school to the end of upper secondary starting with the experiences pupils should have in mathematics. This loosely age-related representation is being designed around the areas of Dimension, Quantity, Uncertainty, Shape and Change, with pattern, measure and algebra permeating all aspects. The work is being strongly influenced by the work of Lynn Arthur Steen and principles of experiential learning and the circular curriculum. Content is being assessed for its appropriateness in a modern society, with considerations for technology integration. All decisions are being carefully based in academic research and practical experiences of teachers. We are now considering ways of representing the domain, tagging and linking various routes and deciding what information such a structure should contain for different audiences. We will share and discuss the Framework project, with a focus on the first draft and current explorations, so that our work can benefit from the range of international expertise present.*

Tuesday, 16.30-18.00: Planned timeline	Topic	Material / Working format / presenter
16.30	Introduction to Cambridge Mathematics; Aims, Principles, Elements, Rationale and contributors	Lynne McClure, Director, Cambridge Maths
16.45	Presentation of the Cambridge Maths framework; aims, structure, content	Rachael Horsman, Maths Lead, Cambridge Maths  Ellen Jameson Research Officer, Cambridge Maths
17.00	Small group discussion regarding framework, with feedback pro-forma 1) The use of experiential learning 2) The 'split' of content 3) The physical appearance and usability of the Framework 4) Some specific content discussion	Groups facilitated by:  Lynne McClure, Rachael Horsman, Ellen Jameson

	5) What is obsolete? 6) What is missing?	
17.30	Group discussion and feedback	Lynne McClure, Director, Cambridge Maths

Friday, 16.30-18.00: Planned timeline	Topic	Material / Working format / presenter
16.30	Summary of the previous session's themes and questions for the current session	Lynne McClure, Director, Cambridge Maths
16:45	Small group discussion regarding framework, with specific prompts to be developed out of the first discussion session continuing on the themes below, with feedback pro-forma 1) The use of experiential learning 2) The 'split' of content 3) The physical appearance and usability of the Framework 4) Some specific content discussion 5) What is obsolete? 6) What is missing?	Groups facilitated by:  Lynne McClure, Rachael Horsman, Ellen Jameson
17.30	Group discussion and feedback	Lynne McClure, Director, Cambridge Maths