
Policy and Practice: a Logo Vision

Celia Hoyles, *c.hoyles@ioe.ac.uk*

London Knowledge Lab, Institute of Education, University of London

Abstract

In this talk, I will describe some initiatives in Mathematics Education in U.K. following my appointment as Chief Adviser for Mathematics to the Government. I will seek to draw out lessons I have learned from the Logo community in terms of the importance of: modelling to engage students with mathematics while respecting the rigour of the subject; finding appropriate means to express ideas to different communities; working explicitly to widen participation in mathematics and to break down barriers between mathematics and other subjects; and taking care to find ways to scale up interventions from design experiments to national initiatives. All such Initiatives must place the teacher at the heart of the process. So in particular I will report on the work of the National Centre for Excellence in the Teaching of Mathematics (see www.ncetm.org.uk) which has set up a national infrastructure for the continuing professional development for teachers of mathematics, which is responding to teachers' needs and goals including their use of ICT.