

University of Reading: All About Maths



*“We have been delighted to be involved with the ‘What Money Means’ project and hope that **pfeg** will continue in partnership with HEIs to embed financial education in the future.”*

Catherine Foley, Senior Lecturer in Mathematics, University of Reading



Key focus

At the University of Reading (UoR), PGCE and BA Ed trainee teachers can opt to include a mathematics specialism. The two specialist tutors responsible had begun to incorporate elements of financial education into their programme, but found it a challenge to create well resourced and planned provision.

The tutors were keen to work with **pfeg** and hoped it would give them the opportunity to really explore this area of the curriculum and give their trainees the best prospects of a deep understanding of financial education at primary stage. They were also keen to enrich their mathematics teaching by exploiting this area of the curriculum.

Approach

The UoR tutors are very hands-on and keen to keep teaching provision in-house rather than rely on a series of external providers. With that in mind, they wanted to up-skill themselves and create programmes of work that they were comfortable with and that offered sustainability.

Their first task was to work with the **pfeg** consultant to establish the most up-to-date resources and curriculum. At a joint planning meeting, the PGCE tutor and consultant worked closely to create an interactive and varied 2-hour maths focussed workshop. **pfeg** provided a range of free resources to tie in with the planned activities and the first workshop took place in November 2012. The workshop was very much 'team taught' by tutor and consultant to build confidence.

Sitting in on the workshop, the UoR tutor responsible for the BA Ed cohort was keen to see how the workshop progressed. Later on that academic year, she was then able to teach a

similar workshop to her own students, with only a light touch level of support from the consultant.

Impact

In the words of one of the tutors at Reading:

“The tutors at UoR have now created a robust element of financial education within their mathematics programme. University tutors in the mathematics team are now ‘tuned in’ to financial education and integrate it into teaching programmes for initial teacher trainees, not only in terms of specific sessions focusing upon personal finance but throughout teaching sessions where natural links can be made.

Despite a reduction in available teaching time for the mathematics module, the teaching timetable for 2013-2014 has been constructed to ensure that a focus on financial education continues to be an integral part of the module.”

In [this film](#), the two tutors involved talk in more depth about their personal ‘learning journey’ and the impact of the programme.



“Quite an eye opener! I think primary teachers have a responsibility to cover this, to fill in gaps and deal with misconceptions”

Trainee teacher, University of Reading