

Convener and Speakers

Elizabeth Cater

Elizabeth Cater is Marketing Director at Cambridge University Press. She has spent the past 25 years listening to people – customers, consumers, colleagues, anyone really – to understand what matters to them, how to build the right product or service to help in some aspect of their life and then how to tell them about it. This is what marketing means to her. Elizabeth has listened to young parents with new-borns when she worked on Pampers and people who were struggling to feed their family when she worked at Tesco. At Cambridge University Press she has the immense pleasure of hearing from teachers and educators about how to improve teaching and learning in classrooms around the world.



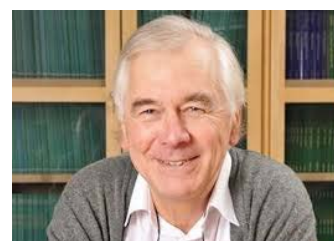
Alison Clark-Wilson

Alison Clark-Wilson currently works as a Principal Research Fellow at the UCL Knowledge Lab, UCL Institute of Education, University College London. Alison does research in Educational Technology, Mathematics Education and Teacher Education. She has recently completed (with Celia Hoyles) a study on 'Developing teachers' mathematical knowledge using digital technology.'



Tony Gardiner

Tony Gardiner is a research mathematician, who has struggled for 50 years to make sense of mathematics education in different national systems and at all levels. His efforts are most easily accessible through his 20 books – the most recent being three books of extension materials for Grades 3-7, and a curriculum analysis focused on Grades 4-9. In 1996 he founded the United Kingdom Mathematics Trust, the largest UK mathematics enrichment programme. He has worked extensively with schools, with teachers and with pupils; has been elected to serve in various national and international organisations, and has received a number of international awards.



Merrilyn Goos

Merrilyn is a Professor of STEM Education and Director of EPI*STEM at the National Centre for STEM Education at the University of Limerick, Ireland. From 2014 to 2016 she was a professor and the head of the School of Education at the [University of Queensland](#) and from 2008 to 2012 was Director of the Teaching and Educational Development Institute at the [University of Queensland](#). She has won a national teaching excellence award for her work as a mathematics teacher educator. She is currently Vice-President of the International Commission on Mathematical Instruction.



Jane Jones

Jane Jones retired recently from her role as one of Her Majesty's Inspectors, during which time she inspected primary and secondary schools/academies, including those causing concern, and initial teacher education. As Ofsted's National Lead for Mathematics, she was responsible for the former programme of mathematics survey inspections, and provided advice to the Chief Inspector, Ministers, the Department for Education and other stakeholders. Prior to becoming an HMI in 2002, Jane taught and led mathematics in four varied 11-18 secondary schools and had experience of higher, primary and pre-school education. She was a principal examiner for GCSE mathematics and a Qualifications and Curriculum Authority consultant/scrutineer. Since leaving Ofsted, Jane divides her time between her family, her horses, and setting up her mathematics consultancy.



Simon Lebus

Simon Lebus has been Group Chief Executive of Cambridge Assessment since 2002. He became Chairman of OCR in 2004. Previously, Simon spent fourteen years in industry in a variety of senior management roles and before that in the City where he worked for eight years in corporate finance advisory and capital markets. Simon was a scholar at St John's College, Oxford, gaining a first class honours degree in Modern History and then at St Antony's College, Oxford, where he studied for three years as a postgraduate research student. Simon is a Bye-Fellow of Emmanuel College, Cambridge, and has served on the Board of the University Education Faculty, the Management Committee for Applied Research in Education Technologies and as Executive Chair of the Cambridge Trusts.



Andy Noyes

Professor Andrew Noyes is Head of the School of Education at the University of Nottingham. He joined the University in 2001, having taught mathematics in a local secondary school for a number of years. Andy is a member of the Centre for Research in Mathematics Education and has a wide variety of research interests, largely focused on mathematics education and 14-19 learner participation, pathways and policy. He directed the Evaluation of the Mathematic Pathways from 2007-11 and has led a number of other research projects on 14-19 mathematics. Andy was a member of ACME from 2012-15 and has been closely involved in recent qualification reforms. His latest project is funded by the Nuffield Foundation: [Mathematics in Further Education Colleges](#)



Geoff Wake

Geoff Wake is Professor of Mathematics Education and convener of the Centre for Research in Mathematics Education at the University of Nottingham. Prior to joining



the Centre in 2011 he worked as Senior Research Fellow and Senior Lecturer in Mathematics Education. Geoff's main area of research has involved applications of mathematics and mathematical modelling: exploring mathematics in workplaces, in transition from school/college to university STEM courses and the teaching and learning of modelling/problem solving at secondary level. He has also been involved in the development of curriculum and assessment for post-16 students in the UK. Geoff has recently chaired working groups in mathematical modelling and workplace maths at CERME and ICME respectively and has recently been an executive committee member of the International Community of Teachers of Mathematics and its Applications (ICTMA).

Cambridge Mathematics Team

Lynne McClure

Lynne is the Director of Cambridge Mathematics, having worked previously as Director of the prestigious NRICH project and serving as PI on the DfE-funded innovative A-level project Underground Maths. Her career in mathematics education ranges from headship of a small primary school to Principal Lecturer and Course Leader at Oxford Brookes and Edinburgh Universities. She has authored or edited many books and articles and is well known as a conference speaker and professional development lead. Lynne chaired the teams which attempted to advise ministers on the content of the new English National Curriculum and associated assessments. A former President of the Mathematical Association, she is currently Chair of the International Society for Design and Development in Education (ISDDE) and a member of the Advisory Committee on Mathematics Education.



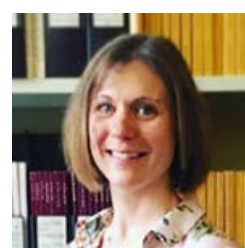
Lynn Fortin

Lynn is PA to the Director of Cambridge Mathematics and supports the Cambridge Mathematics team as their Administrator. Her rich and varied life in Canada and the UK has included home-schooling her three children, working as a primary school secretary and librarian, being PA to the President of a company which built a dedicated facility providing short- and long-term shelter and reintegration services to the homeless in Calgary and running her own business services company. She obtained a first class honours degree in Humanities with Literature from the Open University in 2016.



Tabitha Gould

Tabitha is a Framework Designer at Cambridge Mathematics, mapping the 'number' strand of the framework. She previously worked for three years designing both resources and professional development within the post-16 project Underground Mathematics, and as part of the Secondary Maths team at NRICH.



Prior to this she taught mathematics in a local secondary school, having the unusual opportunity to teach students in mixed ability groupings all the way from year 7 up to GCSE. Tabitha was recently elected as a Fellow of the International Society for Design and Development in Education (ISDDE).

Rachael Horsman

Rachael is the Lead Framework Designer at Cambridge Mathematics whose work is currently focussed on the area of 'geometry'. Before this she taught mathematics for 13 years in Essex, Cambridgeshire and Hertfordshire, from primary to post-16, including Further Maths, IGCSE and STEP. Her varied experience includes mentoring trainees, NQTS and subject leaders, leading professional development and local authority training, and writing and developing schemes of work and resources. She has also designed and led teacher training workshops and curriculum development projects in the UK and abroad, and has authored several resource/text books. Rachael is in the process of completing an MPhil at the Centre for Research in Mathematics Education, investigating the structures of knowledge that teachers bring to the classroom.



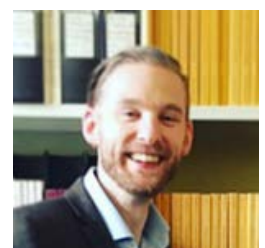
Ellen Jameson

Ellen is the Researcher at Cambridge Mathematics, reviewing existing research in mathematics education, designing and coordinating framework evaluation, and structuring design practices. Previously, she was a Research Associate at the Center for Research on Learning and Technology, Indiana University Bloomington, where she developed and evaluated STEM (Science, Technology, Engineering and Mathematics) modelling activities implemented in a digital social learning environment with a focus on formative assessment and systems thinking. She has also contributed to the design of educational science games and curriculum materials as a Learning Specialist, incorporating data from classroom studies and teacher feedback into the design process for projects funded by the National Science Foundation, the U.S. Department of Education, and the Bill and Melinda Gates Foundation.



Darren Macey

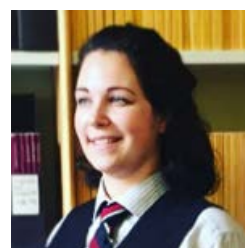
Darren is a Framework Designer at Cambridge Mathematics whose current focus is mapping the 'statistics' strand of the framework. He spent nearly 10 years teaching secondary maths, along with a little Physical Education and ICT, before joining OCR in 2014 as a subject specialist, where he was responsible for delivering teacher professional development and developing classroom resources. Darren also worked on the redevelopment of several UK qualifications including GCSE Mathematics, Core Mathematics and A-level Mathematics and Further Mathematics



specifications. Darren is a regular speaker at mathematics conferences, writes about maths teaching and assessment, and co-authored the upcoming pedagogy book for teachers, *Teaching Statistics* (Cambridge University Press).

Lucy Rycroft-Smith

Lucy Rycroft-Smith works in Communications and Research at Cambridge Mathematics. She previously worked in mathematics education for over 10 years across the primary, secondary and the Further Education sectors, which included working as a Head of Mathematics at a large comprehensive school in the UK, consulting in primary schools on mathematics for the highest attaining pupils, and working for the Open University as an Associate Lecturer in Mathematics. Lucy is an expert on board games in the classroom, a regular speaker at education conferences, an award-winning mathematics resource designer, and a freelance writer, writing on education for the Guardian and the TES. She is the co-editor of *Flip the System UK: A Teachers' Manifesto* (Routledge).



Ben Stevens

Ben Stevens is the Software Developer for Cambridge Mathematics, working to develop an online interface for the Cambridge Mathematics Framework which allows both team members and reviewers to visualise and search the network of Waypoints and enables team members to update the Framework within the visualisation. Previously he worked for three years as web developer for Underground Mathematics, who produced online resources for A-level teachers. Ben has a PhD in mathematics from the University of Oxford.

