

In England, Teaching post-16 mathematics in Further Education is teacher-centred and transmission-oriented. It is also ineffective.

In this seminar I describe a design-research programme in which I have worked with teachers from over 40 colleges of FE to challenge this situation. This has involved the design of teaching activities in which discussion and reflection play a central role, and a four day professional development programme.

This has resulted in a resource pack which has now been sent to every post-16 provider in England.

In the seminar I shall present illustrations of the resources, and describe the results of the design research with regard to both learning outcomes and to the evolution of teachers' practices and beliefs.