

# Curriculum Vitae

## Dr Geoff Tennant

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### Profile

An experienced and proactive educator and leader. Combining a background in and passion for mathematics teaching, with a vision for education reaching across the age, attainment and subject range. Able to work within and lead teams. Confident in working with large groups and individuals. Able to analyse problems and propose solutions, working closely in negotiation with others. Able to apply theoretical principles to classroom situations working directly with children, and to inspire in-service and pre-service teachers, masters and doctoral students and lecturers to do the same. Track record of spearheading and implementing change.

### Qualifications

2003 PhD from the Institute of Education, University of London, thesis title, “*Differential experience of, and attainment in, mathematics by ethnicity in the United Kingdom*”

1988 Post Graduate Certificate of Education from the University of Warwick

1987 First class degree in mathematics from the University of Cambridge

### Professional Experience

#### **September 2017 – Present: Secondary Mathematics School Teacher in Berkshire, UK**

Teaching mathematics throughout the 11-18 age and attainment range. Looking to reflect on the opportunities and challenges presented in ‘walking the talk’ after a prolonged period away from the full-time classroom. Playing piano for the school choir and taking part in the staff dance troupe.

#### **April 2017 – August 2017: transition back to the UK**

Whilst re-establishing myself in the UK I:

- acted as a supply teacher on a day-to-day basis;
- checked the answers to exercises in a Further Mathematics A level textbook for a UK publisher;
- undertook various writing projects;
- played organ on a professional basis.

#### **September 2012 – April 2017: associate professor at the Institute of Educational Development, Aga Khan University based in Dar es Salaam, Tanzania**

Main role was as head of teaching programmes, which included responsibility for quality assurance, revising and developing new courses. In this role I:

- chaired the Academic Review Committee, with membership of University-wide and Tanzanian inter-University committees;
- successfully steered proposals for a 1-year Master of Education programme (previously 2 years) through internal University committees and the Tanzanian Commission for Universities, subsequently overseeing and monitoring its implementation;
- spearheaded the introduction of a 3-year part-time Master of Education programme;
- oversaw recruitment to the Master of Education programme, with numbers of applicants and students increasing significantly in my time;
- steered through a revised model for the external examiner for the masters course;
- worked with the director on a workload model looking to provide greater equity, transparency, and information needed to feed into the Institute’s strategic planning process;

- together with the Head of Research was responsible for the appraisals of academic staff;
- looked to ensure quality assurance throughout the programmes, including student evaluations, procedures for the marking and second marking of assignments and final reports.

In addition I:

- maintained and developed a research and publication profile;
- co-edited a book about mathematics education in East Africa arising from a large international conference held in Salama House in September 2014;
- taught on masters courses, including: induction; mathematics education; teaching, learning and assessment; teacher education; gender in education; re-entry course. I look in my teaching to exemplify, where appropriate, good teaching practice as it relates to working with children, giving practical ideas alongside a firm theoretical foundation;
- taught a one-week course for primary teachers on interactive and practical means of teaching mathematics;
- was an active member of faculty in supervising masters dissertations, and acting as personal tutor to students.

### **January 2008 – August 2012: senior lecturer in mathematics education at the University of Reading, UK**

Primary role was subject leader for secondary mathematics initial teacher training courses, including:

- Recruiting students to a shortage subject by efficiently dealing with enquiries, arranging school experience, advising on strengthening re-applications, and publicising the course;
- Organising the mathematics-specific part of the training for students, liaising with local authority advisers, local school teachers and ICT specialists;
- Visiting students and their mentors whilst students are on teaching practice, observing lessons, giving feedback to students and moderating the judgements made by mentors;
- Supporting the work of a part-time colleague within the programme;
- Organising and running the training for school-based mentors;
- Membership of the management group for the secondary PGCE course.

In addition I:

- was director of the subject knowledge enhancement programme, a range of full time and part time courses in mathematics, science and French both for candidates for initial teacher training needing to work further on their subject knowledge, and also for qualified teachers.. I was responsible for the setting up of the mathematics 6 month full-time course prior to ITT and the 6 month part-time course for experienced teachers, including leading a team of tutors;
- supervised at masters and doctoral level;
- ran the masters module on assessment;
- was a member of the 'Creating Champions' team working with the University of West Indies, Kingston, Jamaica looking to develop mathematics and science teaching. This involved 3 visits to Jamaica, including a 6 week secondment as visiting scholar February to March 2012, running workshops in the University and in schools, working with teachers and children. Also courses were run for Jamaican teachers in Reading, looking to develop a community of practice;
- established a joint local branch of the two national associations representing mathematics teachers, acting as secretary. We put on 2 events per year attracting approximately 60 primary and secondary teachers on a Saturday morning.

Other responsibilities and activities included:

- council member and vice chair of the branches committee of the Mathematical Association;
- external examiner for the secondary mathematics PGCE course at the College of St Mark and St John, Plymouth;

- being on the reviews panel for the journals “Emotional and Behavioural Difficulties” and “Support for Learning”.

### **September 2000 – December 2007: Mathematics Education Lecturer, University of Leicester**

The primary role was as tutor for the secondary PGCE (mathematics) course. Beyond the above the role included:

- working with colleagues in other institutions in setting up and teaching on a TDA funded, six month, full time Mathematics Enhancement Course based at Nottingham Trent University;
- being responsible for ensuring that approximately 200 PGCE students were placed in schools twice in the year on behalf of the PGCE partnership;
- teaching on the foundation degree for classroom assistants, both on the numeracy module and also a session on mathematics education research;
- teaching masterclasses within the Leicester City and Leicestershire Gifted and Talented programme for year 9, 10 and 11 pupils;
- delivering INSET sessions for schools including on the use of materials on the mathematics / citizenship.

### **September 1993- July 1995 Head of Mathematics at The School of St David and St Katharine, Haringey, North London**

This was a comprehensive school in an area of considerable deprivation. As Head of Mathematics I exemplified good teaching practice, motivated, mentored and coached colleagues to explore a variety of teaching styles, particularly in covering ‘Using and Applying Mathematics’. In the short time I was at the school, the departmental GCSE A-C rate doubled. In addition, I played organ for special events, and attended midweek communion services in school.

### **September 1990 – July 1993 Second Deputy Head of Mathematics at Little Heath School, Reading**

### **September 1998 – July 2000 Teacher of Mathematics at Garth Hill School, Bracknell, Berks**

### **Other experience and interests and other relevant information**

From 1995 to 2000 I was a PhD student, Institute of Education, London, and was awarded ESRC funding as from October 1997. In addition, during this time, I:

- acted as mathematics consultant for a series of television programmes broadcast on the BBC;
- examined for the then compulsory Key Stage 3 national mathematics tests 1996-1999;
- was a supply teacher across a large number of different schools;
- did a large amount of private tuition from primary age to ‘A’ level;
- was director of music, organist and choirmaster at St James’s Church, Muswell Hill, North London, including running both an adult and a children’s choir.

I am an active Christian and a highly experienced church musician as organist, pianist and choirmaster. I have experience also as a Sunday School teacher for 5-7 year olds (Holy Trinity, Leicester, UK) and 9-11 year olds (Dar es Salaam Pentecostal Church, Tanzania) and am currently working through the Bible with the help of the New International version Application Commentary series.

I am a fast touch typist and am proficient in the use of ICT for teaching, learning and administrative purposes.

I maintain a personal blog at [www.geofftenant.name](http://www.geofftenant.name) and a professional blog at [www.geofftenant.com](http://www.geofftenant.com)

### **References available on request**

## Appendix: selected publications and conference presentations

### Selected Publications:

- TENNANT, G. D. (2001). The rhetoric and reality of learning support in the classroom: towards a synthesis. *Support for Learning*, 16(4), pp. 178-182.
- TENNANT, G. D. (2004). Differential classroom interactions by ethnicity: a quantitative approach. *Emotional and Behavioural Difficulties*, 9(3), pp. 191-204.
- TENNANT, G. D. (2004). Nobody wants it so why is it there? Towards an understanding of low-level disruption. *Education 3-13*, 32(3), pp. 51-58.
- TENNANT, G. D. (2006). A problem and its proofs: some reflections. *Mathematics in School*, 35(2), pp. 16-17.
- TENNANT, G. D. (2006). Figuring out citizenship: support from the mathematics classroom. In T. Breslin & B. Dufour (eds.), *Developing citizens: effective citizenship education in the secondary school curriculum*. (pp. 190-198). London: Hodder Murray.
- CAJKLER, W., TENNANT, G., TIKNAZ, Y., SAGE, R., TAYLOR, C., TUCKER, S., TANSEY, R., & COOPER, P. W. (2007). *A systematic literature review on the perceptions of ways in which teaching assistants work to support pupils' social and academic engagement in secondary classrooms (1988–2005)*. London: EPPI Centre, Institute of Education.
- TENNANT, G. D. (2007). IEPs in mainstream secondary schools: an agenda for research. *Support for Learning*, 22(4), pp. 204-208.
- PAWLEY, H., & TENNANT, G. D. (2008). Student perceptions of their IEP targets. *Support for Learning*, 23(4), pp. 183-186.
- CAJKLER, W., & TENNANT, G.D. (2009). Teaching assistants and pupils' academic and social engagement in mainstream schools: insights from systematic literature reviews. *International Journal of Emotional Education*, 1(2), pp. 71-90.
- TENNANT, G. D. (2009).  $2a+3a=5a$  without apples: the algebra as object analogy. *Mathematics in School*, 38(1), pp. 4-6.
- TENNANT, G. D. (2010). Euler's theorem under the microscope. *Mathematics Teaching*, 218, pp. 17-18.
- TENNANT, G. D. (2010). Mathematical notation: help or hindrance? *The Scottish Mathematical Council Journal*, 40, pp. 22-25.
- TENNANT, G. D. (2011). The 2011 Reading MSKEC conjecture. *Mathematics Teaching*, 223, p. 17.
- TENNANT, G. D., & HARRIES, D. (2012). Transition of pupils from Key Stage 2 to 3 deemed gifted and talented in mathematics: an initial study. *Mathematics Teaching*, 226, 9-12.
- TENNANT, G. D., & FOLEY, C. (2014). Inclusive approaches to learning and teaching mathematics. In R. Hyde & J.-A. Edwards (Eds.), *Mentoring mathematics teachers: supporting and inspiring pre-service and newly qualified teachers* (pp. 77–92). Abingdon: Routledge.
- TENNANT, G.D., & COLLOFF, K. (2014). Fruit salad algebra: alive and kicking! *Mathematics Teaching*, 239, 40–43.
- HALAI, A., & TENNANT, G.D. (2016) (Eds.) *Mathematics education in East Africa: towards harmonization and enhancement of education quality*. Dordrecht: Springer
- TENNANT, G.D., & KHAMIS, T. (2017). Student evaluation of teaching: bringing principles into practice. *Journal of Higher Education in Africa*, 15(1), pp. 89-104.
- ALLANA, A. R., TENNANT, G. D., & PETRUCKA, P. (2017). Embedding spirituality in young children: an inter-generational challenge. *International Journal of Children's Spirituality*, 22(3–4), 239–259.
- TENNANT, G. D. (2018). Money and early numeracy: making the link in high denomination currencies. *Mathematics Teaching*, 160, 21–22.

### Selected conference papers

- “Beyond the bar chart: materials on the mathematics / citizenship interface” at the British Congress of Mathematics Education Conference at the University of Warwick in April 2005
- “Teaching assistants and pupils' academic and social engagement in mainstream schools: insights from systematic literature reviews” with Wasyl Cajkler at the First European Conference on Social, Emotional and Behaviour Competence and Difficulties in Children and Young Persons hosted by the University of Malta in September 2007
- “IEPs in mainstream secondary schools: making sense of the muddle” at the Third Conference of the European Network for Social and Emotional Competence in Manchester on 2nd July 2011.
- “Introducing algebra: a scoping study” at the Fourth African Regional Conference of the International Commission for Mathematics Education in Maseru, Lesotho on 12<sup>th</sup> June 2013.
- “Student evaluations as a quality assurance tool” at the East African Quality Assurance Network conference in Arusha, Tanzania on 6<sup>th</sup> May 2014.
- “Comparative analysis of secondary school mathematics curriculum: Kenya, Rwanda, Tanzania, and Uganda” with Simon Karuku at the Fourth Capacity and Network Project Meeting, Dar es Salaam, Tanzania on 2<sup>nd</sup> September 2014
- “Introducing ‘TurnItIn’ as an anti-plagiarism tool: some reflections” at the Distance Education of Tanzania Conference in Dar es Salaam, Tanzania on 6<sup>th</sup> November 2014.
- “Mathematics across disciplines” at the Conference of the Uganda Mathematical Society in Kampala, Uganda on 22<sup>nd</sup> July 2016 (keynote speaker).
- “Working with educational systems: policy implications for the design of sustainable projects” with Dr Marriote Ngwaru at the Annual Research Institute of the Institute for Educational Development, East Africa, Aga Khan University on 22<sup>nd</sup> March 2017 (keynote speakers).
- “Innovative interventions for strengthening education systems” with Dr Marriote Ngwaru at the Learning and Dialogue Conference for the Strengthening Educational Systems in East Africa project in Mombasa, Kenya on 29<sup>th</sup> March 2017.
- “Is good mathematics teaching a branch of geography?” at the Conference of the Association of Teachers of Mathematics in Stratford upon Avon on 11<sup>th</sup> April 2017.