Jackie Fairchild
Background and Publications

Jackie Fairchild has led mathematics departments in two schools and been an Assistant Headteacher for nearly twelve years. Jackie's experience includes state schools, a private tutorial college, Cambridge Arts and Sciences, and private students. She has developed many teaching approaches to make mathematics accessible and interactive for students, which have been observed by researchers, including from Japan and described by others in various books and journals.

Jackie's teaching has been rated outstanding across the age and ability range by Ofsted, school leaders and Anne Watson, Emeritus Professor at Oxford University. A video of her teaching was used for PGCE students at Oxford University. Jackie's invitations to speak at conferences include the Opening Plenary at the Association of Teachers of Mathematics national conference in 2016 and the Advisory Committee on Mathematics Education (ACME) in 2011.

Jackie's research was published by the Teacher Training Agency and Oxford University. She is an author on many textbooks and mathematics teaching resources and she has written questions for national exams. Jackie has been filmed for the National Curriculum website ('Creativity through algebra'), for a Korean television documentary on creative education in schools and by Heinemann on delivering the new programme of study for Mathematics.

She was a member of the Outer Circle of ACME over a three-year term. Jackie was the named consultant on Heinemann's *Maths Connect* pupil books and one of the consultants on Heinemann's AQA GCSE Mathematics books. She has been a consultant to the Qualifications and Curriculum Authority and produced mathematical tasks for the Qualifications and Curriculum Development Agency. The results of Jackie's students have been outstanding, year on year.

Qualifications

University of Nottingham
BSc (Hons) Mathematics with Computing

University of Oxford
MSc Computation

University of Cambridge
Postgraduate Certificate in Education (PGCE) (Charles Fox Prize)

University of Oxford
Postgraduate Diploma in Educational Studies (PGDES) (Distinction)

Birkbeck, University of London
MSc Career Management and Coaching (Distinction)

Publications

Fairchild J (2000) Use of Two-Dimensional Representations to Aid the Transition from Arithmetic to Algebra. *Teacher Training Agency*

Fairchild J (2001) Transition From Arithmetic to Algebra Using Two-Dimensional Representations: A School-Based Research Study. *Centre for Mathematics Education Research (University of Oxford)*

Fairchild J, Gabb J, Kirby D, McClure L, Roe C, Stanbridge B, (2003). Maths Connect: Teacher Books, Assessments and Resource Banks. *Heinemann*.

Bearne A, Bolger A, Boote I, Burns G, Byrd G, Carter M, Cole G, Craig C, **Fairchild J**, Gardiner F, Grayson A, Hall J, Haslam M, Marshall P, Morjaria A, Pledger K, Smith H, Ward-Penny R, Wheeler A (2008) Key Stage 3 Level Up Textbook Series for Levels 3-5, 4-6, 5-7, 6-8. *Heinemann*

Fairchild J, Tettey M (2010) Using and Applying Mathematics Skills Levels 3-5, 4-6, 5-7, 6-8. *Rising Stars*

Fairchild J (2010) The Di Pi Mysteries Mathematics Puzzle Series. *Rising Stars*

Fairchild J, Rogers L (2010) Mediaeval Mathematics in the Modern Classroom. *Mathematics in School*

Taylor D, **Fairchild J** (2010) Getting to Grips with APP: David Taylor Talks Assessing Pupils' Progress in Mathematics with Jackie Fairchild, an Assistant Headteacher in Oxfordshire. *SecEd*

Fairchild J (2010) Fostering Mathematical Adaptability in the New Generation, Specialist Schools and Academies Trust. *Maths and Computing Update*

Darbourne A, **Fairchild J**, Hayhurst M, Holt R, Payne G, Rayment M, Robinson I (2010) AQA GCSE Mathematics Foundation and Higher Textbooks. *Heinemann*

Byrd L, **Fairchild J**, Mantovani D, Rigby W (2010) AQA GCSE Mathematics Assessment Pack: for Modular and Linear Specifications. *Longman*

Contributions to Publications

Contributing author to Pearson's assessments as part of their Key Stage 3 Maths Progress Series (2014) *Pearson*

A member of the working group which produced: Assessment in the New National Curriculum – an ATM Perspective (2015)

Published External References

Huntley R (2016) My ATM Conference. *Mathematics Teaching* **252**:18-19

Robinson J (2016) Highlights from the 2016 ATM Conference. *Mathematics Teaching* **252**:20-22

Oikarainen V (2013) A model to analyse algebraic tasks solved by students: A comparative study from Finland and Norway. MSc thesis, University of Agder, Norway pp 9, 13

David M, Watson A (2008) Participating in What? Using Situated Cognition Theory to Illuminate Differences In Classroom Practices. In: Watson A, Winbourne P (Eds) (2008) *New Directions for Situated Cognition in Mathematics Education*. *Springer*

Watson A (2006) Raising Achievement in Secondary Mathematics. *Oxford University Press* pp 165-175

Beswick K, Watson A, De Geest E (2007) Describing mathematics departments: The strengths and limitations of complexity theory and activity theory. In: Watson, J.M. & Beswick, K. (Eds). *Mathematics: Essential research, essential practice: Proceedings of the 30th annual conference of the Mathematics Education Research Group of Australasia* (Vol. 1, pp 113-122). Sydney: MERGA

Mason J (2005) *Developing Thinking in Algebra*. *Oxford University Press* pp 22-23

Mason J (2005) *What is Exemplified in Mathematics Classrooms*. *Open University* pp 3-6 (Informal paper)

Morgan C *et al.* (2004) *Mathematics: Teaching School Subjects* 11-19: pp 194-195

Mason J (2002) Generalisation and algebra: exploiting children's powers. In: Haggarty, L. (Ed.) *Aspects of Teaching Secondary Mathematics: Perspectives on Practice. Routledge Falmer*.

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