

Lifetime Membership Awards

As NANAMIC prepares to join with our partner organisations to form the new Association for Mathematics in Education (AMiE), we are delighted to recognise seven people whose dedication and leadership as committee members and trustees for more than 15 years have shaped NANAMIC's work

Each has contributed immeasurably to the development of mathematics education across the further-education sector and beyond. Their insight, commitment, and generosity of spirit have strengthened our community and ensured that the voice of FE mathematics continues to be heard at national level.

It is with gratitude and admiration that we confer Lifetime Membership to the following colleagues.

John Barton

John began his career as a primary teacher before moving into further education in 2001, becoming a manager at Selby College. His innovative approach to professional development helped hundreds of teachers gain maths qualifications through flexible, intensive training models that reached a wide range of settings, including the prison service.

He joined the NANAMIC committee in 2009 after being nominated by his college principal, becoming Vice-Chair the following year and Chair in 2011. Under his leadership, NANAMIC strengthened its national profile, expanded its professional development offer and forged closer links with other mathematics associations. John has always been known for his ability to bring people together, blending diplomacy, humour, and steadfast belief in the value of FE.

In addition to his role as Chair, he served as Honorary Secretary for the Meeting of the Mathematics Subject Associations and chaired the Joining Together subcommittee, which guided the move toward a unified national body for mathematics educators.

Now retired from full-time teaching, John continues to champion post-16 mathematics nationally and will represent the sector on the Interim Board of AMiE. His steady leadership and unwavering commitment have left an enduring legacy that will continue to shape the work of the new association.



Viv Brown

Viv was among NANAMIC's earliest members, representing Gateshead College when the organisation began in 1993. Her long association included serving as Marketing and Publicity Officer and later as Secretary, roles she carried out with professionalism, care and an eye for detail.

Viv's warmth and creativity helped shape the tone of NANAMIC's communications and events, always ensuring that people felt welcome and valued. Even after stepping back from her role in 2015, her influence endures in the friendly and collaborative culture she helped to build.

Outside of mathematics education, Viv's passion for quilting reflects her love of pattern and design. Her appreciation for both precision and creativity mirrors the qualities she brought to her years of service.



Sally Barton

Sally has spent her career helping others to understand mathematics and to see themselves as capable learners of it. After completing her PhD at Nottingham, she tutored first-year undergraduates and later became a part-time tutor for the Open University. Her career has taken her from research to classroom teaching, always grounded in curiosity about how people learn mathematics best.

After completing her PGCE in 2003, Sally taught in Nottingham schools before moving to Regent Sixth Form College, Leicester, where she joined NANAMIC in 2006. Over the years she has served as Vice-Chair, Membership Secretary and NANAMIC's representative at the Joint Mathematical Council, where she also sat on the Executive Committee. Her commitment to ensuring the post-16 voice was heard has made a lasting difference.

Sally's work bridges research and practice. She has contributed to national and international projects on mathematical identity and participation, and has presented at major conferences including NANAMIC, MEI and BCME. She was one of the first to achieve Chartered Mathematics Teacher status and received a Lord Dearing Teaching Award.

Even in retirement, Sally continues to support professional communities and the transition to AMiE, bringing her characteristic thoughtfulness, rigour and quiet encouragement to every conversation.



Fiona Allan

Fiona's teaching career has spanned every phase of education, from primary to sixth form. Her curiosity about how students learn mathematics led her to complete a master's degree in Computer Enhanced Mathematics Education after which she moved into consultancy and research.

She was one of the three leads on the national Maths Enhancement Programme, which upskilled more than 2,000 FE teachers and went on to support many initiatives for the NCETM and other organisations.

Fiona later supported the NCETM as Regional Coordinator and Assistant Director, and represented the FE sector on ACME. A long-standing NANAMIC member and former Vice-Chair, she has always championed collaboration and professional learning.

More recently, Fiona edited two ATM books, *This Worked for Me* and *This Worked for Me Too*, celebrating practical classroom ideas from teachers across FE and secondary education. Her insight, optimism and generosity continue to influence the wider mathematics community.



Joan Ashley

Joan entered FE mathematics teaching in 1991 as a sessional lecturer and quickly discovered a passion for helping learners think and talk mathematically. Over fifteen years she progressed to Advanced Practitioner, developing innovative approaches that encouraged students to make sense of mathematics rather than simply follow procedures.

She joined the NANAMIC committee in 2001 and became an integral part of its work, contributing insight, encouragement and creative energy to every project. While attending a NANAMIC conference, Joan met Professor Malcolm Swan and joined his *Learning Mathematics through Discussion and Reflection* project, persuading teachers across the country to adopt more exploratory and collaborative approaches to teaching.

Her expertise led to work with the DfE's Standards Unit, the NCETM, and the Open University in Zimbabwe, as well as the Education and Training Foundation's Centres for Excellence in Mathematics. Joan's work has inspired countless teachers to reflect on their practice and embrace the power of mathematical dialogue.

Her kindness, humour and belief in the potential of both students and teachers have made her a highly respected colleague. Joan remains a strong advocate for the collaborative professional spirit that will carry forward into AMiE.



Andrew Davies

Andrew's career in mathematics education spans more than three decades and reflects a deep commitment to helping learners and teachers thrive. He has taught mathematics across schools, prisons, and adult education before joining Nottingham College and later Derby College, where he became known for his dedication to GCSE, Functional Skills, and A level teaching.

Alongside his classroom work, Andrew has been a driving force in professional development, leading courses for Numeracy Specialists and supporting staff in embedding Functional Mathematics across multiple campuses. He has mentored colleagues, coordinated learning support, organised cross-college maths conferences and contributed to the design, delivery and assessment of mathematics programmes at every level.

A NANAMIC committee member since 2007, he has served on national advisory and examination groups, including OCR and ACME, and has been involved in consultations and research that have shaped FE mathematics provision.

As a Chartered Mathematics Teacher and Fellow of the Institute of Mathematics and its Applications, Andrew combines deep subject knowledge with generosity and quiet leadership. His practical wisdom, professionalism and commitment to continual improvement embody the spirit of service that has defined NANAMIC.



Graham Griffiths

Graham has worked in post-16 education since 1989, teaching and managing mathematics and statistics in further education colleges including Northampton College, Kingsway College (as was) and City and Islington College. His early experiences in FE shaped a lifelong commitment to improving maths education for both students and teachers.

Graham became involved with NANAMIC during its early years and joined the committee in 1999. Over the years he has supported the association in many capacities, including as Newsletter Editor and JMC Representative, always bringing calm insight and a strong sense of connection between research, policy, and practice. After a short period in an observer role, he returned to active involvement over the past decade, helping to guide NANAMIC through times of change and growth.

Since 2003, Graham has focused on teacher education and professional development, working first at London South Bank University and later at the UCL Institute of Education. He has contributed to national initiatives for LSIS, ETF, and NCETM, including the GCSE Mathematics Enhancement Programme and the Core Mathematics Training Programme.

