

## AMET response

The Association of Mathematics Education Teachers recognise the market review's ambition to improve Initial Teacher Training by ensuring that all training teachers are exposed to a high quality, sequenced and well considered curriculum, and given the opportunity to practise in an appropriate setting aligned to that curriculum, with support from well trained mentors.

The market review states that reform is necessary to reflect the new Core Content Framework, with a focus on cognitive science, inclusion, explicitly taught behaviour management strategies and professional conduct, and with a focus on subject knowledge. AMET queries the basis for these reforms, but nevertheless believes that reassurance that these outcomes have been achieved is possible through existing systems of quality assurance, and there is no need for a radically different delivery structure.

Four issues are of particular concern:

- a) accreditation – providers will have to apply to be accredited under the new scheme, and the timescale proposed is very short, which will mean a lot of bureaucracy and effort at a time when people involved in education are focused on repairing the damage done by the pandemic. Some existing providers will not be able to meet the requirements (for example to provide a postgraduate course) and will be forced out of the system as autonomous agents.
- b) reorganisation – joining forces with unknown institutions, or breaking relationships with existing colleagues will disrupt the provision of high quality teacher education until confidence and understanding is built. This is likely to affect the availability and outcome of provision in the short term.
- c) lack of autonomy – providers will be required to apply a curriculum and operate within a system that does not necessarily suit the needs of their area, personnel or opportunities.
- d) funding – the reorganisation and additional training required will require funding that cannot be accommodated within existing, highly squeezed budgets.

Finally, we are disappointed to see that the consultation period for responses to the review is half the normal length and has been timed with the summer holidays, which is not respectful of schools' operating hours. We are therefore not engaging with formal consultation, other than to register our concern.