



ITE framework consultation
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Ofsted
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London
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ITE framework consultation team,

I am writing with regard to the Ofsted consultation on proposed changes to inspection arrangements and to the ITE framework and ITE inspection handbook. The proposals include the introduction of a two-stage approach to inspection of the quality of training in ITE partnerships and amendments to the ITE framework and ITE inspection handbook.

In its recent report on professional development, *Empowering teachers: success for learners*,¹ ACME noted that a world-class education system needs to empower its teachers by nurturing a culture of professional development.² In their training, teachers should develop mathematics-specific skills and gain knowledge of longer-term sources of support. The Ofsted inspection arrangements and framework should strengthen the way in which subject-specific training and professional development is recorded.

According to the proposals for the two-stage approach to inspection, Ofsted inspectors will be required to assess the ITE trainees' development during and after training and report accordingly, drawing on trainees' firsthand experience. We suggest that the inspectors should identify and record the extent to which the training has helped the student to become aware of opportunities for their personal, subject-specific professional development and school-based, local, regional or national professional networks.

In relation to the proposed amendments to the ITE framework and inspection handbook, the amendments to the section on 'overall effectiveness' of training should be extended to include trainees' access to and engagement in good subject-specific pedagogy. There is a welcome emphasis on skills associated with high quality training and support, such as understanding low achievement, motivation of learners and working within current and new curriculum. However, the criteria could be further strengthened by making reference to skills related to subject-specific expertise. There is an imperative to understand and use strategies to develop conceptual subject understanding and skills to ensure that trainees and Newly Qualified Teachers (NQTs) address misconceptions likely to emerge at an early phase of learning.³

ACME would welcome the opportunity to discuss the issues raised in this letter in more detail and to discuss other issues related to the inspection of mathematics training and development in ITE.

Yours sincerely,

Professor Steve Sparks, FRS, Chair of ACME

¹ <http://www.acme-uk.org/media/14054/acmepdreport2013.pdf>; <http://www.ofsted.gov.uk/resources/mathematics-made-measure>. ACME welcomes the recent funding of the Maths Hubs funded by the Department for Education and facilitated by the National Centre for Excellence in the Teaching of Mathematics (NCETM).

² <https://www.ncetm.org.uk/resources/44071>.

³ <http://www.ofsted.gov.uk/resources/school-inspection-handbook>.