

FAQs

1. How will this affect the journals: e.g. Gazette, MT?

Ans.: Members will opt into different selections of journals (or none). Mathematics Teaching will be the core journal produced, with a wide coverage and appeal, and will subsume Mathematics in School. Other journals (The Mathematical Gazette, Primary Mathematics, Equals, Mathematical Pie....) provide for more particular interests within the community and will be maintained for as long as membership interest and support for their production continue, as is the case at present. Available formats of journals (e.g. online or printed) will remain under regular review as reading habits evolve - again, as at present.

2. How will this affect my membership?

Ans.: When AME is first set up, you will automatically become an 'initial member' of AME via your membership of AMET, ATM, MA, NAMA or NANAMIC, and will continue to have membership benefits and pay your membership fee to your current organisation. As each organisation closes, and that will be near-synchronised so far as possible, its functions and related benefits will transfer to AME. At your next membership renewal you will choose which of the range of available AME membership benefits you will opt into. Any institutional membership will work similarly.

3. What will be the approach to teaching maths in each sector?

Ans.: As at present, there will not be 'an AME' approach although our shared principles include that all young people and others learning mathematics have the right to do so with enjoyment, meaning, ownership and confidence - and that they, and their teachers learning mathematics with them, deserve, and are entitled, to every reasonable support in attaining those goals in appropriate, affirming ways. How this can be achieved will vary by context and by people involved.

4. How will my voice be heard?

Ans.: Within AME, there will be a number of 'special interest groups' to join - SIGs, including, for example, on primary mathematics, on teacher education, on mathematics in FE... Over time, the number and focus of these is likely to evolve, but these will be complemented by working groups focused on achieving particular tasks, after which they would become redundant. AME members will be able to participate in as many or as few of such smaller groups as they wish. There will be a (monthly? bi-monthly?) newsletter available to all members, to keep everyone informed.

Looking more broadly, responses to government surveys, or position pieces on matters related to mathematics education, will be published by AME, drawing on a range of appropriate expertise within the organisation, and in particular, any linked SIGs. There will have to be, as at present, checks and balances on what is published in the name of AME in order not to compromise long term goals, and any such publication will acknowledge ranges of opinion within the organisation.

5. Why should I join now? I have been fine up to now without joining a professional organisation, what is in it for me?

Ans.: A single organisation can be much stronger and support more vibrant professional and personal networks and opportunities. AME will offer a range of mathematics – and mathematics education – related opportunities not available elsewhere, face to face and remotely, in an independent, non-commercial setting. You'll be able to take advantage of as much or as little of that as you choose. AME is about promoting the health of mathematics education in this country – for all young people, as well as more mature learners – and supporting those who work in it. We think that's an organisation worth joining.

6. What will I get for my membership?

Ans.: That depends on what you opt into. All members will have access to a range of web-based mathematics education resources and support communities, and receive monthly newsletters that update them as to other opportunities and developments. You'll be able to opt to receive one or more of a variety of high-quality journals, join a local group, take part in up to date evidence-based development opportunities including conferences, take an active or low-profile role in one of a number of special interest groups (SIGs).... - and be recharged by mixing with a range of ideas and others working with, or interested in, mathematics education.

7. What is the membership structure? NQT, student teacher?

Ans.: There is a choice of membership packages available, depending on what journals you want to receive, and the stage in your career. We think it's really important to encourage beginner teachers to find a professional home independent of school or college pressures, so there are special rates available for those at the beginning of their careers. There is even 'associate membership' for those up to 18 who want to subscribe to our 'young mathematicians' journals, as well as membership for your whole institution.

8. Will there be branches and/or local events?

Ans.: Yes. To begin with, those will develop from existing MA/ATM branches, but as membership expands, we anticipate there will be a demand for more branches that can offer opportunities for face to face mathematics and ideas for learning and teaching.

9. Will there be conferences?

Ans.: Yes, and again, these will develop over time to accommodate preferences of members. We anticipate that to begin with, there will be an annual residential conference with particular strands, but also some one-day conferences each with a particular focus.

10. How will you support access to current maths ed research?

Ans.: Many of our members will be engaged in education research and there will be networking and dissemination opportunities available via AME SIGs and publications. AME will work closely with BSRLM, the specialist British organisation for mathematics education research, to support the development and sharing of high quality research, especially where that can directly support improved opportunities for learning.

11. I am happy with things as they are. Why change?

Ans.: With five mathematics classroom-facing organisations, efforts and resources have to be duplicated (or more!) and those outside who might be considered potential members, do not know how to choose. Very often they choose none. Discussion between different organisations is often seen to be evidence of disunity rather than healthy and constructive debate among informed professionals; policymakers and those wishing to engage with mathematics education do not know who to approach: again, very often they engage with none. There is a multiplicity of commercial or government-sponsored groups only too anxious to influence mathematics education, so it is vital for the health of our field that we have a strong and independent voice whose concern is the development of high quality, affirming and empowering mathematics education for all, independent of commercial or political bias. We shall be stronger, and more attractive and effective, together.

12. What will happen to the current assets of my association?

Ans.: In broad terms, the assets of existing associations at point of their closure, will transfer to AME. Such transfer will already have been through a process of 'due diligence' on the part of existing MMSA organisations.

13. What happens to our paid staff?

Ans.: The welfare of existing staff (of ATM and MA) has been a key consideration from the first proposal for a single AME, and they have been kept well-informed about progress of discussions. We anticipate most will want to stay to work for AME at least initially, and they have considerable entitlements to sustained conditions of service in that case. There are few barriers to working remotely, for example across two offices, in the twenty-first century, so methods of working as a single staff will evolve over time. The success of AME will be highly dependent on the appointment of an effective Chief Executive.