Mathematics education policy: a horizon scan [Abstract only]

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Abstract for BSRLM (**1500 characters incl. spaces**)

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The Royal Society's Mathematical Futures Programme, launched in 2020, aims to support the Society's work in education policy. In this presentation, we share findings from research commissioned as part of this programme, a horizon scan of policy and change in international jurisdictions that contributed to landscaping mathematics education policy. We draw on evidence from 'high-performing' jurisdictions and those with similar PISA outcomes to UK nations, supplemented by interviews and workshops with international experts. We report practices and policy initiatives organised around five themes: curriculum and pedagogy, qualifications and assessment, resources and technology, teacher preparation and professional development, and evidence-informed policy development. These include case studies of selected innovations. Factors that either promote or inhibit policy development are identified. Features of effective policy development include clarity of purpose, consensus, feasibility, coherence, systemic alignment, piloting, sustained attention, and collaboration. Analysis demonstrates considerable divergence in England from international innovations in policy development. We argue that innovation in England is more likely to be successful if a parallel approach is adopted, with innovations being developed in parallel with policy developments. Further in-depth reviews are needed, informing developments, guiding investment and supporting consensus building across stakeholders.