



AAMT Strategic Plan 2014–2016

The Australian Association of Mathematics Teachers (AAMT) is a federation of Affiliate associations in the states and territories. AAMT is governed by its Council, which is made up of representatives from each of these associations, as nominated by the Affiliates.

Through this Strategic Plan AAMT outlines its priorities for expending its resources over the years 2014-2016. This Plan identifies the evolving nature of the relationships between AAMT and the Affiliated Associations (AAs) by devoting one of its goals to this important area of activity. AAMT and the AAs share a strong commitment to the improvement of mathematics teaching and learning at all levels, and are committed to equitable access to the experiences that constitute effective opportunities to learn mathematics.

VISION

A society of mathematically capable citizens who understand and value mathematics and its contribution to the lives of all Australians.

MISSION

AAMT improves the quality of teaching of mathematics by advocating for mathematics and teachers of mathematics, and providing teachers of mathematics with professionally and educationally relevant support.

GOALS

The three goals in this plan identify the areas of involvement and activity of AAMT. AAMT is a national organisation, whose core business is supporting teachers of mathematics at all levels. This support is evolving to include online resourcing and communities. AAMT as a national body consists of people who are members of state and territory associations, all with their own activities but sharing common goals which can be enhanced through closer collaboration with other state and territory associations and with AAMT. This strategic plan identifies these relationships as crucial to the overall improvement of mathematics education in Australia. Our efforts are strengthened by working together.

Goal 1. Establish and maintain connections and influence with other organisations to ensure that their endeavours serve the interests of mathematics education and thereby improve student learning.

Gain mathematics representation on committees and peak bodies that shape national policy and projects in curriculum, teacher learning and resource development.

Nurture relationships with key national officials, and their state and territory counterparts, with roles relevant to the interests and aspirations of AAMT and the Affiliates.

Engage with ACARA and state and territory organisations responsible for curriculum and assessment to ensure effective, nationally consistent implementation of the Australian Curriculum: Mathematics that highlights the importance of the Proficiencies; and effective monitoring and review processes.

Ensure that a robust process from within the profession is used to develop, publish, promote and monitor a mathematics education research agenda that provides an evidence base for national and local projects and policies

Nurture relationships and connections with key national business and industry bodies and individuals that ensure AAMT can inform, and be informed about, issues relating to school mathematics.

Nurture relationships and connections with key national parent bodies that ensure AAMT can inform, and be informed about, issues relating to school mathematics.

Indicators

Key national committees include AAMT representation

The dollar value of externally funded national projects increases by 10% annually

The number of national mathematics education projects increases, and new projects seek alliance with AAMT (for example, invitation to be represented on steering committees)

There are observable improvements in the quality of public debate and policy creation in issues concerning mathematics education, and AAMT views, (including those of the AAs), are represented in policy and debate

High profile mathematics education ambassadors and representatives are identified and promoted by AAMT, and AAMT supports those in such roles in other organisations

Goal 2. Contribute to the improvement of the quality of mathematics teaching and learning through enhanced professional support to teachers of mathematics

Generate, develop and deliver national projects that serve the interests of mathematics education by helping meet the learning needs of all students

Promote teaching and mathematics teaching as sound career choices and monitor the quality of relevant teacher education programs

Encourage, foster and support initiatives that welcome new graduates into the profession in their first few years of teaching mathematics

Support the development of skills, knowledge and confidence of the primary teaching workforce

Support the development of skills, knowledge and confidence of out of field teachers in secondary schools

Support the development of skills and knowledge of established secondary teachers, and their capacity to inspire students in mathematics

Strengthen the coherence, quality, purpose, accessibility and variety of professional reading provided to teachers of mathematics, including material that articulates research findings and makes them useful for teachers

Make the AAMT website a 'place of first choice' for teachers to access high quality teaching and professional resources and support

Build the leadership capacity of teachers, principals and system leaders as agents for the improvement of mathematics teaching and learning

Further develop the use of the AAMT *Standards for Excellence in Teaching Mathematics* by AAMT, Affiliates, schools, systems and individuals as the framework for professionalism of teachers of mathematics at all levels

Indicators

The AAMT website is redeveloped to enhance the ease of access to information and professional learning

Increased participation of teachers in professional learning and support programs provided by AAMT

Growing online communities of teachers of mathematics providing mutual support for each other through participation in the Connect with Mathematics portal, and an increasing number of digital and online resources are provided

AAMT is recognised by members and others as a premier source of information and resources which focus on the mathematical learning of specified groups of students, including Indigenous learners of mathematics, students in rural and remote locations, talented and interested students, students with disabilities and learning difficulties

Teachers of mathematics have greater access to, and make effective use of, relevant research findings

AAMT contributes to the development and use of Quality Assurance processes associated with linking digital teaching and learning resources to the Australian Curriculum

AAMT provides support programs for professional leaders with responsibilities in mathematics education at all levels

The AAMT Standards are recognised and used as the main guide to standards in mathematics teaching at all levels of Australian education.

Goal 3. Strengthen AAMT's connections and collaboration with Affiliates.

Facilitate coordinated approaches with and between Affiliates that provide high quality professional learning and resource support for all teachers.

AAs and AAMT monitor professional learning needs of teachers of mathematics, and develop projects to meet emerging needs.

Foster and strengthen links with other teacher organisations in respective states and territories.

Develop administrative systems that are available to support individual AAs with membership growth and management of, and communication with, members that shows increased responsive to member needs.

Individual Affiliates lead development of AAMT policy and positions.

Promote awareness and use of AAMT-developed resources by the Affiliates.

Indicators

AAMT and each Affiliate work to the framework of collaboration in a Memorandum of Understanding. These Memorandums will be negotiated and agreed between AAMT and each Affiliate and will include components such as, but not limited to:

AAMT supports and encourages the professional learning activities of the AAs, for example through Road Shows, administrative assistance and advertising.

The AAMT biennial conference moves around the AAs in turn

AAMT communicates with members and subsets of members in a wider range of ways

AAMT Councillors attend and present at conferences of other AAs

AAMT roles or positions are based in AAs as well as in the Adelaide head office of AAMT

There is an AAMT presence at major events of the AAs and other organisations

Membership of AAs and hence of AAMT increases

AAMT and AAs find ways that AAMT could offer administrative services and support

AAs use the centralised database maintained by AAMT to analyse membership trends and to inform membership drives

Redevelop AAMT and AA constitutions, as appropriate, to reflect the new, closer relationships and ways of working together more effectively

AAMT Councillors meet with AA members during council meetings

The location of AAMT Council meetings moves around the States and Territories

AAs are invited to nominate members for membership of national committees and working parties

Increased sales of AAMT developed resources and engagement with AAMT platforms for professional learning and online communities of teachers