Expression of Interest – Implementation Officer (New South Wales & the Australian Capital Territory)

Background

The Australian Association of Mathematics Teachers (AAMT) is in partnership with the University of Tasmania on the *Towards Educating Mathematics Professionals Encompassing Science and Technology* (TEMPEST) project. UTAS is the lead partner on TEMPEST which is one of a number of national projects funded by the Australian Government through the Australian Mathematics and Science Partnerships Programme (AMSPP). TEMPEST has sub-contracted the AAMT to employ five Implementation Officers throughout Australia.

The TEMPEST Project

The aim of TEMPEST is to improve the quality and accessibility of professional learning (PL) programs and resources available to teachers of mathematics. Quality assured PL programs will be disseminated through *Dimensions*, AAMT’s online portal.

The Implementation Officers will identify, develop and implement quality PL for teaching mathematics. A major component of the role will be to work collaboratively with mathematics educators (teachers, schools and AAMT and its Affiliates) on ways to improve and develop quality PL through delivering pilot PL programs and reporting back to the TEMPEST project team at UTAS. The Implementation Officers will also be involved in data collection, including survey dissemination and classroom observation, as part of TEMPEST’s research.

Links to local associations:

The Mathematical Association of New South Wales (MANSW) & the Canberra Mathematical Association (CMA)

MANSW and CMA are affiliates of AAMT. Membership of affiliated associations includes teachers and schools from reception to tertiary institutions. The aims of the affiliated associations are to:

* arouse interest in mathematics;
* effect improvements in the teaching of mathematics;
* provide means of support and intercommunication between teachers , students and educational institutions, including schools; and
* advance the view that mathematics is an important field of study and promote the learning of mathematics.

The appointee will work in a professional capacity to support the work of the local professional associations.

**Implementation Officer (New South Wales and the Australian Capital Territory)**

The project is seeking to employ an Implementation Officer for New South Wales and the Australian Capital Territory at a time fraction of 0.6 FTE.

The position will begin at the end of Term 1, 2016 and conclude at the end of January 2017. There is a possibility for an extension to be negotiated.

The position attracts a salary from $95 000 (1.0 FTE) per annum, to be negotiated, plus the 9.5% superannuation guarantee.

The position will be managed collaboratively by AAMT, MANSW and CMA.

The officer would be based primarily at the MANSW premises in Burwood, Sydney, although other locations will be considered.

A significant amount of travel to schools in New South Wales and the Australian Capital Territory will be required.

Job description

The Implementation Officer will have recent classroom experience in teaching mathematics in primary and/or secondary schools, and in the facilitation of teacher professional learning. An understanding of adult learning principles and practice would be highly regarded. The Implementation Officer will be a self-starter with the capacity to build strong relationships with schools and teachers as well as other organisations.

The Implementation Officer will:

* source information about the existing provision of professional learning in mathematics, and identify teachers’ current professional learning needs;
* apply the TEMPEST quality assurance framework for professional learning to existing PL programs, and recommend improvements to meet the standards required;
* broker and deliver draft professional learning programs being developed in other AMSPP projects, from existing Top Drawer Teachers’ materials, and from other sources, as appropriate;
* evaluate, analyse and report on pilots of PL programs;
* liaise with the UTAS team and other Implementation Officers to contribute to the further development of quality assurance processes, PL programs and the design of AAMT’s *Dimensions* portal;
* work with others to incorporate the use of *Dimensions* into ongoing programs for supporting the teaching of mathematics; and
* other duties as required.

Selection Criteria

**Essential criteria:**

* Degree in a relevant area with at least four years subsequent relevant teaching experience;
* Successful recent classroom experience in teaching mathematics;
* Experience in facilitating professional learning programs and resources for teachers of mathematics;
* Understanding of the principles of effective professional learning of teachers and the role of pedagogical content knowledge and reflective practice in teachers’ work;
* Experience working with schools, groups of schools and other organisations;
* Ability to work effectively in a range of ways, including as an individual as well as working in and leading teams in a sustained manner;
* High level oral and written communication skills, including using IT (DropBox, Google Apps, Skype etc); and
* High level organisational skills including the ability to self-manage time and resources efficiently and to deliver outputs on time and to specification.

Applicants must hold teacher registration for the relevant jurisdiction (or be eligible to apply for same), appropriate documentation for working with children, and a current Driver’s Licence.

**Desirable criteria:**

* Demonstrated experience in designing and delivering professional learning for teachers, including delivering seminars and workshops, and writing for journals and other publications; and
* Experience working with the VET and tertiary sectors.

Further information and to submit an Expression of Interest

If you are interested in the role and have any queries, please contact [feedback@aamt.edu.au](mailto:feedback@aamt.edu.au).

To submit an Expression of Interest, please go the AAMT website.

Expressions of interest are due by **Monday 29 February** by close of business (ACDT).

Applicants may be contacted and asked to provide a resumé/CV as further evidence, including the names and contact details of two referees.

It is anticipated that interviews, if needed, will be conducted as soon as possible.

Applicants are requested to complete this form by including brief information in response to the criteria listed in the information sheet.

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| --- | --- |
| Name |  |
| Email |  |
| Best phone contact |  |
| School/workplace |  |
| Qualifications and teaching experience  Degree in a relevant area with at least four years subsequent relevant experience |  |
| Experience with Professional Learning  Experience in facilitating professional learning programs and resources for teachers of mathematics |  |
| Understanding of Professional Learning  Understanding of the principles of effective professional learning of teachers and the role of pedagogical content knowledge and reflective practice in teachers’ work |  |
| Experience working beyond a single school  Experience working with schools, groups of schools and other organisations |  |
| Working in a range of ways  Ability to work effectively in a range of ways including as an individual as well as working in and leading teams |  |
| Communication and IT skills  High level oral and written communication skills, including using IT (Microsoft Office, email and Internet) |  |
| Organisation and self-management  High level organizational skills including the ability to self-manage time and resources efficiently and to deliver outputs on time and to specification |  |
| (OPTIONAL) Comments on desirable criteria  Experience designing and delivering professional learning for teachers including delivering seminars and workshops, and writing for journals and other publications;  Experience working with the VET sector and academics. |  |
| Personal statement – why I am interested in the position |  |