



AAMT Strategic Plan 2011–2013

The Australian Association of Mathematics Teachers (AAMT) is a federation of Affiliated Associations (AAs) in the states and territories. AAMT is governed by its Council, which is made up of representatives from each jurisdiction, as nominated by the AAs.

The AAs are independent organisations with their own constitutions and rules. They collectively constitute AAMT and so are responsible for its operations as a separately constituted body. One intention of this Plan is to make clear the agreed strategic intentions and operations of AAMT, with a view that these can align, as far as is possible and practical, with those of the AAs. This will make AAMT—that is, the federation that is created by the AAs—stronger and more coherent around the country.

That AAs are independent organisations, and AAMT is a federation of the AAs, can raise questions of identity and separation. These are matters properly dealt with in the constitutions of AAMT and AAs; the Plan assumes a close relationship and active engagement.

The Plan is written, adopted and will be implemented in collaboration with AAs who will guide its directions and contribute to achieving the components of the Plan as appropriate.

VISION

AAMT is recognised and respected for the major role it plays in all facets of mathematics education in Australia through its representation and support for teachers of mathematics at all levels.

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

Australian education is undergoing an historic change: there is an emerging trend towards more national approaches to planning, policy and programs, and to formal links between funding and the delivery of improvement.

In this climate, professional associations including AAMT must maximise their national impact. They must become better at representing the interests of their members on the national stage. They do this through close alignment between the interests and values of the national organisation and those of state and territory affiliates.

AAMT plays a role in shaping national policy and projects through engaging with its affiliates. The affiliates, in turn, participate fully at the national level, and best access national leverage and national markets, partnerships, networks and economies of scale through AAMT.

AAMT and its Affiliated Associations share common goals. We want to ensure that national policy and programs reflect the aspirations, needs and interests of teachers of mathematics. We want to work to improve the quality of mathematics teaching and professional support to teachers of mathematics.

To achieve these goals, there is a third, enabling goal: to strengthen the capacity of AAMT and its affiliates, and that of other organisations, to work together effectively in the new national environment.

These three goals form the structure of this strategic plan. At the heart of the plan is a view about the power of sharing the load: by working together through affiliation, we strengthen all our efforts.

1. Ensure that national projects and policies 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
- Engage with relevant national authorities and coordinate responses and input to the Australian Curriculum, national professional standards and associated processes, and other national initiatives to ensure that this work supports high quality mathematics education
- Inform and influence the identification and conduct of a mathematics education research agenda that provides an evidence base for input to national projects and policies
- Generate, develop and deliver national projects that serve the interests of mathematics education
- Nurture relationships with key national officials, and state and territory officials in consultation with AAs, in roles related to mathematics teaching, curriculum, professional learning and teacher preparation
- Raise the profile of mathematics curriculum, teaching and professional learning and promote positive attitudes towards mathematics in society

Indicators

Key national committees include AAMT representation

AAMT increase the dollar value of externally funded national projects by 10% annually

More national mathematics education projects exist

There are observable improvements in the quality of public policy about mathematics curriculum and teaching and the representation of AAMT views in policy and debate

High profile mathematics education ambassadors and representatives are identified and promoted

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

- Facilitate coordinated approaches with and between AAs for the provision of high quality professional learning and resource support, including the use of digital and online resources and spaces
- Provide support for all teachers of mathematics experiencing content knowledge or pedagogical difficulty, including those teaching out of area
- Provide programs to welcome and mentor new teachers of mathematics
- Contribute to broadly-based research and development initiatives designed to establish more effective approaches to teaching and learning
- Provide teachers of mathematics with greater access to relevant research findings and support them to make effective use of these
- Further develop the use of the AAMT *Standards for Excellence in Teaching Mathematics* by AAMT, AAs, schools, systems and individuals as the framework for professionalism of teachers of mathematics.
- Monitor emerging resource and professional learning needs, including those related to the Australian Curriculum, and establish and implement a plan to meet those needs
- Support teacher access to resources that support improved teaching and professional learning
- Strengthen the coherence, quality, purpose, accessibility and variety of professional reading provided to teachers of mathematics
- Build the leadership capacity of teachers, principals and system leaders as agents for the improvement of mathematics teaching and learning

Indicators

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

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

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

The AAMT website is a key national portal for access to high quality, relevant professional support, and the number of digital and online resources increases

Teachers have access over time to support and resources targeted to the implementation of the Australian Curriculum and to other emerging needs

Professional reading subscription numbers improve

AAMT develops a coordinated suite of teacher professional learning and support materials and activities, and engaging student activities

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

3. Strengthen AAMT's connections with AAs and relationships with other organisations

- Work with individual AAs to support their contribution to national policy development and to strengthen collective capacity
- 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
- Provide resources to support AAs to meet identified needs of members such as content and pedagogical support
- Establish close working relationships with peer organisations (including MERGA, AustMS and literacy groups), governments and key national bodies (including ACARA and the Australian Institute for Teaching and School Leadership, AITSL) to maximise AAMT's capacity to shape national policy and serve members
- Strengthen the recognition of AAMT as a service leader in teacher learning, conferences and professional association management
- Further develop links with organisations of teachers of mathematics in other countries

Indicators

Individual AAs lead aspects of policy development, consultation response and representation on behalf of AAMT

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

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

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

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

AAMT registers an increase in membership of mathematicians, mathematics educators, statisticians and teachers

AAMT establishes formal and informal networks with other key agencies, including establishing a round table of associations of mathematics

AAMT is represented at conferences and other events of the AAs and other organisations

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