

Overview of the process and program for reSolve Champions who are not classroom-based

The overwhelming majority of *reSolve Champions* will be teachers or mathematics leaders working in schools. However, there are other educators who also have a stake in reforming school mathematics practices by promoting and supporting adoption of inquiry approaches in the teaching and learning of the subject. Among these are school principals and other school leaders, officers of government and non-government school authorities, agents of school authorities working directly with schools (e.g. mathematics and numeracy coaches, cluster leaders etc.), officers of mathematics teacher organisations in the states and territories (the AAMT Affiliates) and mathematicians and mathematics teacher educators in universities.

In order to diversify and strengthen the human legacy of the reSolve project, educators from these groups will be identified to undertake the *Leading reSolve* program in order to become reSolve Champions. The Leading reSolve program will need to be modified for these people to ensure that it:

- reflects their needs and aspirations as educators with a commitment to inquiry approaches in the teaching and learning of mathematics in Australian schools;
- builds their capacity to inform and influence others about reSolve processes and products, particularly their peers in the case of principals and teacher educators; and
- is feasible in the context of their everyday work.

Selecting reSolve Champions who are not classroom-based

As will be the case for the teacher Champions, potential non-classroom-based Champions are invited to express their interest in becoming a reSolve Champion by completing the expression of interest form at <http://tiny.cc/resolvechampion>. The timeline will be similar:

Action	Due
Information campaign commences	From 15 January 2017
Expressions of interest open	10 February 2017
Expressions of interest close	30 April 2017
Confirmations sent to those selected as Champions	From 26 May 2017

Modified Leading reSolve program

Many aspects of the Leading reSolve program will be useful for non-classroom-based Champions. Hence it is anticipated that they will:

- attend the face to face workshops in 2016 and 2017;
- engage with (attend or view) relevant webinars;
- undertake relevant professional learning modules; and
- lead professional learning modules as appropriate.

However, since they currently have no direct teaching duties, trialling of lessons will not be expected. It will be essential for these Champions to have seen reSolve classroom materials in action by some means or other. Some creativity may make this feasible. For example, a principal could team teach lesson(s) with a staff member; a teacher educator could use draft materials when teaching their students; a Numeracy Coach could potentially use the lesson(s) in their everyday work supporting teachers.

The numbers of non-classroom-based Champions will be relatively small. Hence it will be possible to tailor the program to meet individuals' circumstances.

Role beyond June 2018

The work of all reSolve Champions beyond mid-2018 (the conclusion of the reSolve project) will be determined locally, according to the forward plans for uptake of reSolve materials and processes in schools, groups of schools, education sectors and in teacher education. Non-classroom-based Champions will have different constituencies from teacher Champions and will engage with these in ways that suit the circumstances. Typically, their roles will be ones of advocacy and providing advice to their peers and others, rather than directly leading teacher professional learning programs.

Over the course of the project consultation with stakeholders – and particularly with the Champions themselves – will generate ideas and options for the role into the future.

For more information

- See www.aamt.edu.au/resolve
- Email resolve@aamt.edu.au
- Phone Matt Skoss, Manager, reSolve: Mathematics by Inquiry Project (Engagement) 0418 624 631