



TEACHER SUPPORT

and the Australian Curriculum: Mathematics

A communiqué of the Ways Forward conference, held 31 May – 1 June 2010

Introduction

The *Ways Forward: Teacher support and the Australian Curriculum: Mathematics* conference was an invitational conference of over 100 national stakeholders in school mathematics that addressed the question: “How should national uptake of the *Australian Curriculum: Mathematics* be supported?” Its focus was the support that teachers and schools will need as the new national approach to curriculum in mathematics rolls out over the next few years.

As the convenor of the *Ways Forward* conference, The Australian Association of Mathematics Teachers Inc. (AAMT) has used participants’ advice to develop this communiqué. It identifies key actions that AAMT will take in support of the effective implementation of the *Australian Curriculum: Mathematics*.

INFLUENCING OTHERS: AAMT will...

1. advocate to the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) that, in order to make teaching the content of the *Australian Curriculum: Mathematics* feasible, all primary schools be required to allocate at least 200 hours per year (five hours per week) for each student, and all secondary schools allocate at least 160 hours per year (four hours per week) for mathematics learning for each student up to the end of Year 10.
2. advocate that MCEECDYA develop clear articulation of, and policy and implementation expectations in relation to, the interface between the *Early Years Learning Framework* and the *Australian Curriculum: Mathematics*.
3. advocate to MCEECDYA and the Australian Institute for Teaching and School Leadership (AITSL) that a thorough preparation, including a suitable and demonstrated level of mathematical content knowledge for teaching mathematics at their intended level of schooling, be identified as essential at the Graduate level of the National Professional Standards.
4. advocate to MCEECDYA, education authorities and schools that they allocate substantial time and other resources until at least the end of 2015, to enable teacher professional learning in the context of the implementation of the *Australian Curriculum: Mathematics*. This commitment will include ensuring equitable access and involvement of teachers of mathematics in regional, rural and remote schools, and transparent accountability for the resources at the school and system levels.
5. advocate that MCEECDYA and the Australian Curriculum, Assessment and Reporting Authority (ACARA) commission and support research that monitors the use of the *Australian Curriculum: Mathematics* and that informs and supports classroom teaching of mathematics. This research program should commence from 2011.

DIRECT ACTION: AAMT will...

6. work with its Affiliated Associations and liaise with a range of agencies including ACARA, Education Services Australia (ESA), Department of Education, Employment and Workplace Relations (DEEWR) and education authorities in the jurisdictions to finance, develop and deliver high quality, online professional learning resources and programs over the next five years to support the national implementation of the *Australian Curriculum: Mathematics*. Piloting of programs will target regional, rural and remote teachers and schools. The *AAMT Standards for Excellence in Teaching Mathematics in Australian Schools* will provide the framework for these professional learning resources and programs.
7. form a partnership with Early Childhood Australia (ECA) to advocate that MCEECDYA establish a well-funded, sustainable, strategic, long-term national collaboration to provide professional learning for teachers and other educators in the early years, including building specialist capacity in mathematics education for children 0–8 years old.
8. work with its Affiliated Associations and liaise with a range of other organisations including AITSL, principals' associations, DEEWR and education authorities in the jurisdictions to finance, develop and pilot professional learning programs that support principals and other school leaders to lead and take responsibility for improving student learning through the implementation of the *Australian Curriculum: Mathematics* in their schools.
9. form a long term partnership with ESA to provide expert advice and input on the design and ongoing operation of the planned national online resource portal, including designing and applying standards for quality assurance to all materials considered for inclusion.
10. compile and promote to teachers a collection of teaching/learning resources—including those of AAMT and its Affiliated Associations, as well as updated versions of currently out-of-print books, etc.—that are mapped against the *Australian Curriculum: Mathematics*. Analysis and monitoring of the resources available will identify gaps in resource provision that will inform the development of new resources to meet teachers' needs.
11. work with its Affiliated Associations to ensure that all members are provided with high quality journal(s) and other professional reading relevant to their level of teaching that supports their implementation of the *Australian Curriculum: Mathematics*.
12. work with its Affiliated Associations and other organisations such as Australian Council for Education (ACER) and the Mathematics Education Research Group of Australasia (MERGA) to liaise with a range of agencies including ACARA, AITSL and DEEWR to finance and undertake a suite of projects that substantially expand the scope, relevance and usefulness of mathematics assessment in support of the effective implementation and monitoring of the *Australian Curriculum: Mathematics*.

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