

The Highest Common Factor



October 2024

From the CEO's desk



Dear AAMT members, affiliates, and stakeholders,

As we enter the final stretch of 2024, I want to reflect on the many significant events and initiatives we've been involved in, as well as what lies ahead.

In August, we hosted an inspiring professional learning event with Peter Liljedahl. Over 60 leaders and emerging leaders from across the country gathered to delve into the practices outlined in Peter's "Building Thinking Classrooms" through the lens of leadership in their faculties and schools.

Events like this underscore our commitment to offering diverse perspectives from both local and international thought leaders. We are already planning future professional learning opportunities for 2025 that will continue to bring expertise to our community, reinforcing our role in driving innovation and leadership in maths education.

In September, we held a Special General Meeting where the motion to change the organisation's name was discussed. While the name change motion did not pass, our proposed constitutional changes were successful, which is an important step in ensuring AAMT's governance is aligned with our evolving goals. We're currently working closely with our lawyer to finalise these changes and will keep you updated as more information becomes available.

We have just completed a highly successful study tour to the US and Canada. Our delegates explored schools in the Chicago Public Schools system, which aligned closely with the work that the University of Illinois, Chicago (UIC) is doing on equipping leaders. At the NCTM (National Council of Teachers of Mathematics) conference, participants engaged with global experts on the latest trends and innovations in maths education. Additionally, we visited schools in Calgary's Foundations for the Future Charter Academy system seeing many classes in two campuses. This enriching experience provided valuable insights that will influence each delegates classroom and school. For more information search with the tag #aamtontour on your favourite social media platform for a flavour of the tour. And, to be one of the first people to get the full details on our 2025 Study Tour, join our mailing list [here](#).

I'm pleased to share that AAMT is currently developing a position paper on pedagogy in mathematics education. As debates intensify both in Australia and globally, we recognise the need to provide a well-reasoned, evidence-informed position that educators and school leaders can rely on. The paper will articulate AAMT's stance on effective teaching practices in mathematics, supporting educators in navigating an often-divisive landscape. We aim to publish by year's end, solidifying our voice in these important discussions.

Finally, I'm excited to share that our new president, Prof. Catherine Attard, and I spent time at Parliament House last month. We met with MPs, Senators, and their staff to discuss the issues facing mathematics education in Australia. These discussions were incredibly productive, opening doors for continued collaboration and partnership with policymakers to ensure that mathematics education remains a priority in the national agenda. This is just the beginning of what we hope will be an ongoing dialogue, one that will allow us to advocate effectively for the resources and policies that our schools and students need.

As we continue our work, I want to thank you for your support and commitment to Mathematics education and wish you a successful Term 4.

Allan Dougan

CEO, AAMT Inc

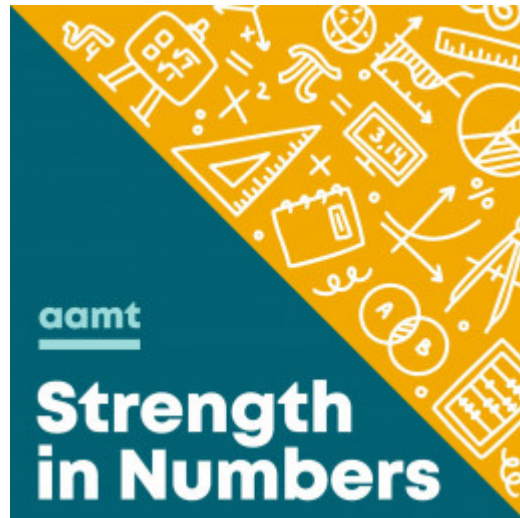
AAMT's Podcast Strength in Numbers Season 3!

Season 3 of our podcast, Strength in Numbers, has officially launched!

This season, we are diving deeper into conversations with educators, researchers, and thought leaders who are shaping the future of maths education.

The response to our previous seasons has been fantastic, and we're confident this season will continue to offer engaging, thought-provoking discussions.

Be sure to subscribe on [Apple Podcasts](#), [Spotify](#), [Amazon Music](#) or wherever you get your podcasts, if you haven't already!



ICME-15: A Global Showcase of Mathematics Education

AAMT was proud to be a prominent contributor to the 15th International Congress on Mathematics Education (ICME-15). This prestigious event, held in Sydney, provided a unique platform for over 2,300 teachers, leaders and researchers from 89 countries to share ideas, discuss challenges and explore innovative approaches to mathematics teaching and learning.

AAMT played a key role in ICME-15, working on the Local Organising Committee and speaking in the Australian country presentation, championing the exceptional work of our teachers and students. Other highlights include:

- **Exhibition stand:** In partnership with our state and territory affiliated associations we provided a hub for Australian delegates to meet and network and to showcase our work.
- **Discussion Group:** We convened a Discussion Group on Supporting Teacher Development and Retention, fostering valuable dialogue and identifying strategies to address this pressing issue.
- **Joint Workshop:** AAMT co-hosted an extended workshop with colleagues from Australia and the US, exploring common challenges and opportunities in maths education.
- **Other presentations:** Various AAMT Council members led and participated in Topic Study and Discussion Groups, sharing their expertise and insights.

Key benefits we experienced were in professional development, by gaining exposure to cutting-edge research and global perspectives on mathematics education, in networking, by building connections with educators and researchers from around the world to foster collaboration and knowledge exchange and in advocacy, by promoting the importance of mathematics education and advocating for policies that support teachers and students.

Looking ahead, the experiences gained at ICME-15 will continue to inform AAMT's work and initiatives. We are committed to leveraging these insights to enhance professional development opportunities for our members, advocate for quality mathematics education, and further support you, our teachers, in your classrooms.

MERGA - Teacher Reads



Teacher Reads are one-page extracts of research findings from MERGA conference papers. The purpose of Teacher Reads is to disseminate aspects of research that are meaningful to teachers, such as mathematical tasks, assessment tools, strategies for teaching, considerations for student learning, findings of research that may impact classroom practice, etc.

We hope teachers will draw inspiration from these Reads and follow up with details from the conference papers for research-informed classroom practice.

This newsletter, the paper in focus is "*Learning to Notice Algebraically: The Impact of Designed Instructional Material on Student Thinking*" by Bridget Wadham, Emily Pearce & Jodie Hunter.

Click here to read the paper

Unleash Your Students' Mathematical Potential at NMSS

We are delighted to announce that National Mathematics Summer School (NMSS) applications are now open for the 2025 program. We are actively seeking nominations from mathematics teachers across Australia to identify passionate and talented Year 11 students who would benefit from this exceptional opportunity.

NMSS, established in 1969, is the oldest and most prestigious mathematics summer school in Australia. It provides a unique two-week residential program from 5-18 January 2025 at the Australian National University in Canberra, cultivating an appreciation for mathematics outside of a traditional school classroom. Find out more at <https://nmss.edu.au/>.

NMSS is committed to providing an inclusive and supportive environment for all students. We actively encourage applications from groups under-represented in the mathematics field, such as females, First Nations students and students from lower socioeconomic backgrounds, who demonstrate a strong interest and potential in mathematics. We also understand that financial considerations may be a barrier for some students and to ensure accessibility, NMSS offers financial assistance bursaries.

If you know any Year 11 students who demonstrate a passion for mathematics, encourage them to get their applications in now via www.nmss.edu.au/apply, as applications close on 11 October and need to be supported by a Teacher Nomination Form.

Maths300 PL - Special EOY Pricing



We're pleased to announce special pricing for our Maths300 professional learning just in time for those staff development days as we move from 2024 into 2025.

We offer two distinct modules: **Module 1 – Introduction to Maths300** and **Module 2 – Experimenting and Exploring with Maths300 Software**, each available in versions tailored for primary and secondary teachers.

You can now book two online one-hour sessions covering both Modules 1 and 2 for a special price of **\$1,250**, which includes any number of teachers!

If you prefer to book any one module, we offer a 60-minute PL for only **\$650**.

For those wanting a more in-depth exploration of Module 1, there's a 90-minute option available at a special rate of **\$800**.

These prices are only valid for learning scheduled before 28 February so get in quickly to

To organise a Maths300 PL session for your school or to organise a trial for your school, contact our friendly team at maths300@aamt.edu.au.

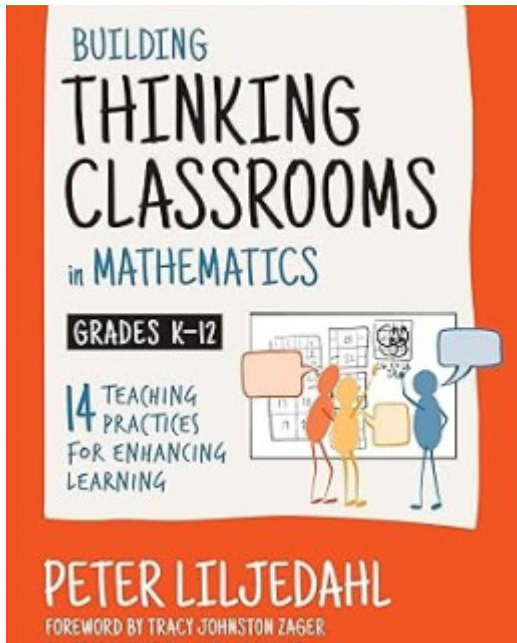
We have also published the Maths300 newsletter for this term. This newsletter carries handpicked activities covering both primary and secondary maths, showcases the software

and highlights new and exciting updates to Maths300.

[Click here to access Term 3 newsletter](#)

Gems from the bookstore

On popular demand, available on back-order!



Building Thinking Classrooms in Mathematics

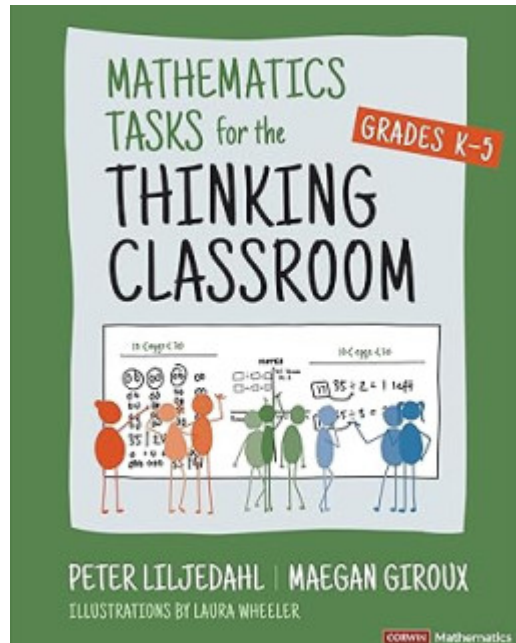
by Peter Liljedahl

In Peter Liljedahl's bestselling *Building Thinking Classrooms in Mathematics: 14 Teaching Practices for Enhancing Learning*, readers discovered that thinking is a precursor to learning. Translating 15 years of research, the anchor book introduced 14 practices that have the most potential to increase student thinking in the classroom and can work for any teacher in any setting.

But how do these practices work in classroom settings that are not always face-to-face or small groups or in one-on-one teaching? This follow-up supplement will answer those questions, and more. It walks teachers through how to adapt the 14 practices for 12 distinct settings, some of which came about as a result of the COVID-19 pandemic.

Jump in and secure your copy now!
Available on back-order.

[Click here to order now!](#)



Mathematical Tasks for the Thinking Classroom

by Peter Liljedahl, Maegan Giroux

Building upon the blockbuster success of *Building Thinking Classrooms in Mathematics*, Peter Liljedahl has joined forces with co-author Maegan Giroux to bring the Building Thinking Classrooms (BTC) framework to life in this new book, *Mathematics Tasks for the Thinking Classroom, Grades K-5*.

But this book is so much more than simply a collection of good thinking tasks. It delves deeper into the implementation of the 14 practices from the BTC framework by updating the practices with the newest research, and focusing on the practice through the lens of rich math tasks that address specific mathematical learning outcomes or standards.

Book releases on 14th Nov 2024.

Available on back-order.

[Click here to order now!](#)

Australian Primary Teachers' Experiences of Overcoming Mathematics Teaching Anxiety

A new research project at the University of Notre Dame is looking at the important issue - '*Australian Primary Teachers' Experiences of Overcoming Mathematics Teaching Anxiety*'.

The project involves interviewing primary teachers from across Australia about their experience and analysing responses to identify the different ways these educators

overcame their anxiety in teaching mathematics.

Insights gained from this research will help primary teachers and those who work with them to find ways to reduce anxiety in teaching mathematics.

If you would like to share your experience to help this research project, please click [here](#) to register your interest.

[Click here for more information](#)

AITSL Indigenous Cultural Responsiveness Tool

Truth-telling, including developing an understanding of our inherent biases, is a cornerstone of our Commitment Statement to make a difference in mathematics outcomes for our First Nations learners.

The Australian Institute for Teaching and School Leadership (AITSL) has developed an Indigenous cultural responsiveness self-reflection tool to help teachers reflect on their self-awareness of worldviews, assumptions, attitudes, beliefs, and biases in relation to personal identity and culture.

[Click here to access the tool](#)

The tool is available now, but AITSL is also seeking schools to participate in a trial to evaluate the tool and improve its effectiveness in the future. If you'd like to get involved and can spare a little time to complete a survey and/or participate in a focus group, AITSL would love to hear from you.

Implementation Trial - Expression of Interest

Copyright Agency - Generative AI

The Copyright Agency, an Australian not-for-profit organisation that has been standing up for creators for 50 years, strives to promote and protect a sustainable future for Australian authors, publishers and artists.

They encourage members to look at the information on their website about Generative AI, available from [this page](#).

You may also be interested in viewing their recent member [webinar](#) by Dr Rob Nicholls about Copyright and AI in Australia.

They also post regular news items about AI [here](#).

Invitation to provide feedback for Primary Maths Education textbook

We've been approached by publishers Routledge Taylor & Francis group, who are seeking primary teachers to provide feedback on one of their textbooks '[Understanding and teaching primary Mathematics in Australia](#)'.

You're welcome to contact Jennifer (Jennifer.Vennall@tandf.co.uk) at the Taylor & Francis Group to pursue this paid opportunity.

Statistical Society of Australia's National Schools Poster Competition

The 11th annual National Schools Poster Competition is open to students in Years 3-12. Students are invited to conduct a data-based investigation on a topic of their choice, either individually or as a team of 2-5 students. The competition encourages students to develop their STEM, data, and cross-functional skills while exploring a subject that interests them.

Participation is free with cash prizes available for students and schools and submissions are due online by November 10th. Click [here](#) to learn more about the competition including prizes, judging criteria, examples of winning posters from previous years and supporting resources.



Thank you for subscribing to the AAMT newsletter.

Here are a few other ways to stay updated on the latest in maths education in Australia:

Follow us on [Facebook](#) or on Twitter [@aamtinc](#).

Connect with [AAMT Inc](#), our [CEO Allan Dougan](#) or [Education Specialist Denise Halliday](#) on LinkedIn.

Our quarterly newsletter is delivered right into your mailbox. Past newsletters can be found on our website under the [About Us/Newsletters](#) section.

And if you like what you read, please tell your colleagues about us!

Kind regards,
AAMT Team

The Australian Association of Mathematics
Teachers
GPO Box 626 Canberra ACT 2601
Tel (02) 6188 5613
office@aamt.edu.au

