

The Highest Common Factor



November 2025

From the CEO's desk



Dear friends

It was pointed out to me a little while ago that in each episode of our podcast, *Strength in Numbers*, I start the episode almost always the same way: by sharing with the audience how 'excited' I am to introduce the guest. And while that is always true, I have tried hard in Season 4 which launched this week, to avoid using the word 'excited'. I'm not sure that I've been particularly successful. I'll let you be the judge.

In a similar vein, when I start to write this note, I seem to always reflect on how busy the preceding few months have been. Because, they always are. As the year draws to a close, it would be impossible to draw your attention to everything that AAMT has been involved in this year, but I'll try to highlight a few.

The year started with the launch of our Pedagogy in Mathematics paper which saw thousands of downloads within hours of release. This has led to conversations at local, system, national and international levels. We have developed support materials from posters to reading groups and are in the process of developing more comprehensive professional learning around it.

More recently, our Education Specialist Denise Halliday was able to attend the ATSIMA conference on Bruny Island last month. The theme of the conference was "Our Language, Our Strength". By all accounts, it was a fantastic time of learning and sharing. You can read more about it later in HCF.

In late October, we held a AAMT Roundtable which saw us bring together representatives of all state and territory affiliate associations from across the country for two days of collaboration in Melbourne. The two days began with the presentation of a AAMT Lifetime Contribution Award (formerly known as Life Member) to Lauren Beams in recognition of her extraordinary service and leadership in mathematics education. I would encourage you to read the full citation which outlines in detail the work that Lauren has done across the country. You can find it later in the newsletter.

Across the two days, against the backdrop of the theme *Stronger Together*, we explored the challenges, successes, and opportunities shaping our profession. Common themes emerged — sustaining membership, innovating professional learning, and advocating for effective pedagogies in a shifting educational landscape — alongside optimism about our collective capacity to make change.



I've just returned from Perth where I have been involved in the recruitment of a new Executive Officer for the Mathematical Association of WA (MAWA). I'm looking forward to working closely with the successful candidate as they take up post in the new year. In appointing a new Executive Officer, MAWA are farewelling Paula McMahon who is retiring in March 2026. Paula has been a strong advocate for Mathematics education not just in WA but across the country and we wish her a long and healthy retirement.

To all of our stakeholders, the staff and board of directors of AAMT wish you a restful summer break and look forward to partnering with you again in 2026.

Allan Dougan

CEO, AAMT Ltd

AAMT Lifetime Contribution Award - Lauren Beams

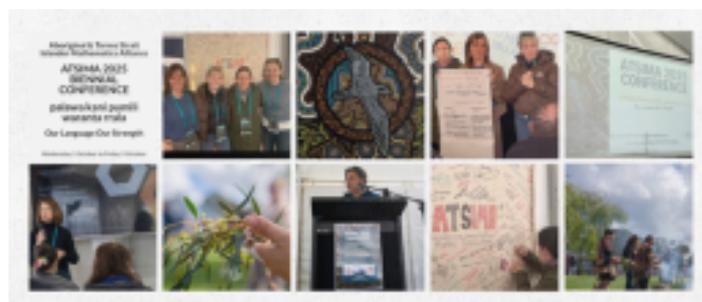


AAMT is delighted to recognise **Lauren Beams** with the *Lifetime Contribution Award* for her remarkable service to mathematics education.

Throughout her presidency - including the challenges of COVID-19 - Lauren brought calm, clarity, and connection to teachers nationwide. She helped transform how AAMT supports educators, championing online learning and guiding major governance reforms with care and integrity. Her impact is felt nationally and in Tasmania, where her enthusiasm continues to strengthen teacher communities and spark joy in mathematics. Lauren's leadership has left a lasting legacy, and we congratulate her on this well-deserved honour.

[Read the full citation here](#)

AAMT at ATSIMA Biennial Conference 2025



Our Education Specialist, Denise Halliday, was fortunate to spend four days on lunawanna allonah (Bruny Island), lutawita (Tasmania) at the start of October at the Aboriginal and Torres Strait Islander Mathematics Alliance Biennial Conference.

She travelled with three teachers from remote schools funded by our Focus on Maths grant program. With a host of educators, researchers, system specialists, association representatives and First Nations leaders from across Australia and beyond, we listened, learned and loved our time together. The ATSIMA conference is truly a learning activity like no other, with rich cultural experiences complementing rigorous professional development. We wouldn't hesitate to recommend attendance to any teacher working with First Nations students or who is keen to grow their culturally responsive pedagogy.

If you'd like to learn more, we shared our reflections and insights from the conference on our [Facebook page](#) in early-mid October. This work continues to form part of our ongoing commitment to drive a cultural shift to make a systematic difference in mathematics education for Aboriginal and Torres Strait Islander learners as outlined in our [joint Commitment Statement](#).

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.

Perceived Benefits of Collaborative Learning when Solving Cognitively Demanding Tasks by Dr Ciara Loughland, presented in 2025 in Canberra

The literature acknowledges that while cognitively demanding tasks and problem-solving are empirically linked to higher student achievement, primary mathematics instruction often relies heavily on teacher-directed strategies.

Scepticism remains regarding the suitability of challenging tasks, especially for students across a wide range of achievement and engagement levels.

This paper addresses this pedagogical challenge by investigating the perspectives of Year 6 students concerning the integration of complex tasks within a collaborative learning framework.

[Click here to read the extract](#)

[Here](#) is the link to the full Research Paper.

Focus on Maths - An Update

Our Focus on Maths grant program continues to go from strength to strength with our latest funding round seeing 39 applications received, with 12 projects approved for funding! These diverse professional learning projects will see schools developing culturally responsive pedagogy, maths leadership capability, new curriculum knowledge, explicit teaching expertise, early years shape and pattern recognition, localised knowledge for international teachers, a detailed understanding of numeracy and more! With schools combining to optimise the use of funding, this round is our biggest yet and will support 34 schools across the country in building maths teaching capacity.

We also have 6 projects entering the evaluation phase and a further 9 projects well advanced in their implementation stage. To date across our six funding rounds we have received and reviewed almost 200 applications, from all states/territories, with applications

ranging from large metropolitan low-SES schools, to very remote Aboriginal community schools, as well as early learning centres and specialist schools serving hospital and refugee communities. We're now working hard to secure more funding to continue this incredibly impactful program into 2026 and beyond!

National Maths Talent Quest

National Maths Talent Quest (NMTQ) is our flagship competition that is open to the very best entries into our various state and territory mathematics investigation competitions. We've recently concluded judging and awarded prizes for the 2025 competition which saw a very pleasing 54 entries. Twelve prizes were awarded to students from four different states, with an incredible twenty entries being highly commended.

These curious, creative and talented young mathematicians submitted investigations on topics ranging from to explorations of missing teaspoons, the relative warmth of boys' and girls' clothes and carbon neutral drop-offs to creating an application to weed out AI-written texts from human-produced ones.

We'd love to see more entries in the early primary and upper secondary levels, so if you're teaching at this level and are looking for a stimulating mathematical activity, why not encourage and support your students to apply into your next state/territory competition? Perhaps your student(s) could be one of the national prize winners in NMTQ 2026.

Unlock engaging mathematics for every student with Maths300



Maths300 is a rich lesson-library, created by the Australian Association of Mathematics Teachers (AAMT), that gives teachers access to over 200 ready-to-use lessons for Years 1-12, covering all content strands of the Australian Curriculum: Mathematics.

What sets it apart is not just quantity, but quality: around 80 of the lessons come with interactive software to amplify student engagement and help bring the mathematics alive.

The lessons are deliberately designed to foster inquiry-based learning, collaboration, and mathematical thinking. In a Maths300 classroom, students don't just sit and listen—they explore, question and work together under the teacher's guidance, turning the classroom into a place of active mathematical investigation. Beyond being a teaching resource, Maths300 supports professional growth: each lesson serves as a framework for teacher planning, classroom strategy, and reflection on practice.

Offer for new subscribers!

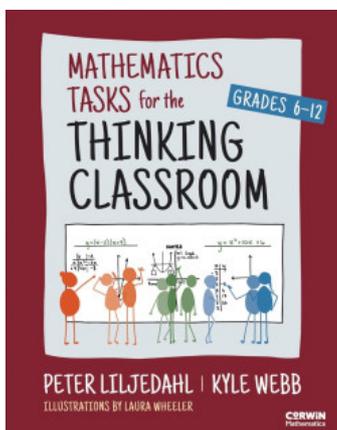
For all new subscriptions received up to **15 December 2025**, we are offering a **50% discount on the joining fee**.

When you fill in the subscription form, please use **HCF-2025-T4** as the purchase order number.

Choose Maths300 and empower your students (and yourself) with high-quality mathematics lessons and tools designed to inspire. Do it today!

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[Look what we have at the bookstore!](#)



Mathematics Tasks for the Thinking Classroom Grades 6-12

Building upon the blockbuster success of Building Thinking Classrooms in Mathematics and Mathematics Tasks for the Thinking Classroom, Grades K-5, Peter Liljedahl with co-author Kyle Webb, brings the Building Thinking Classrooms (BTC) framework to life in this new book, Mathematics Tasks for the Thinking Classroom, Grades 6-12.

This book promises to help teachers, coaches, and specialists transform traditional math classrooms into dynamic and thought-provoking learning spaces.

[Click here to pre-order!](#)

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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

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