

The Highest Common Factor



Term 1 - 2026

From the CEO's desk



Dear friends

Welcome to the first edition of HCF for 2026. As always, the year has started at pace.

We begin by acknowledging the passing of two significant figures in our community: Marjorie Carss OAM and Ken Clements. Both made profound and lasting contributions to mathematics education in Australia and internationally. We honour their leadership, scholarship and service, and extend our sincere condolences to their families and colleagues.

This year, there is a great deal happening in mathematics education, and in education more broadly.

At one end are national structural conversations about the future of ACARA, AITSL, AERO and ESA; at the other are very practical discussions in schools about effective curriculum implementation.

You will be aware from the media that the Federal Minister, together with State Ministers, has tasked ACARA with a review of the Foundation to Year 2 Mathematics curriculum. Our Board Chair, Prof Catherine Attard, and I were invited to be part of the initial advisory panel. While this initial panel has concluded its work, AAMT remains committed to having an active voice in this process over the coming weeks and months.

Our July Study Tour to Singapore is now at capacity. There is a real appetite among Australian educators to engage and learn from classrooms and systems beyond our own context. We look forward to observing lessons in schools, hearing from the Academy of Singapore Teachers and the Ministry of Education, and strengthening our partnership with the Association of Mathematics Educators (AME), our sister organisation in Singapore.

We have partnered with the [*We Support Hands On Learning*](#) initiative and have been working with them to produce videos around some key areas in mathematics. These will be released shortly.

I have recently been reading the Australian Academy of Science's Australia's Future report. You can find it [here](#). As I read it, it underlines the important role mathematics plays in our workforce and economy. The need for mathematically capable high school graduates is as important today as it has ever been.

There is much to digest in this newsletter. I hope you find it useful and insightful. Thank you for the work you're doing in classrooms, schools and systems across the country. It matters.

Allan Dougan

CEO, AAMT Ltd

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.

The Role of Compassion and Empathy in Critical Mathematical Thinking by Vince Geiger and Kim Beswick, presented in 2025 at Canberra

The paper explores how today's complex social and environmental challenges - such as the housing crisis - call for students to think mathematically and ethically when evaluating real-world problems.

The authors show that while many students naturally consider broader social and human impacts when working on socio-mathematical tasks, others may approach them purely from an economic or transactional perspective. This raises powerful questions for teaching: How can we design tasks that not only build students' analytical skills but also foster empathy, compassion, and a sense of social responsibility?

Authors Geiger and Beswick suggest that incorporating humanising resources - such as video clips - may help students better understand the lived realities behind the data.

[Click here to read the extract](#)

Or, click [here](#) to explore all the 2025 Teacher Reads.

AAMT Journals



For decades, AAMT's respected, peer-reviewed journals had been a cornerstone of the Australian mathematics education community, championing quality research, effective classroom practice, and the voices of educators across the country.

Our journals included the Australian Mathematics Teacher (AMT), the Australian Senior Mathematics Journal (ASMJ), the Australian Primary Mathematics Classroom (APMC) and the Australian Mathematics Education Journal (AMEJ) (combined content from AMT and ASMJ).

Although the journals are no longer published, past editions remain available for purchase.

We are happy to assist you in building a collection for your library or personal use.

To purchase back issues at a nominal price, please email us at office@aamt.edu.au with the editions you are interested in, and we'll respond within two business days.

Vale Marjorie Carss

We remember **Marjorie Carss**, who passed away on 23 December 2025 at the age of 90.

A trailblazer in Australian mathematics education, Marjorie was the first woman President of AAMT (1980–81), helped bring the Fifth International Congress on Mathematics Education (ICME5) to Adelaide, coordinated the Australian Mathematics Education Project, and championed equity for women and girls in mathematics.

Marjorie's contributions were recognised with Life Membership of AAMT and QAMT, and the Medal of the Order of Australia. Her mentorship, advocacy, and international influence leave a lasting

legacy.

Read the full obituary [here](#).

Vale Marjorie Carss. Your legacy lives on.

Vale Professor Ken Clements

We also remember **Professor McKenzie (Ken) Alexander Clements**, who passed away suddenly on 19 February. A distinguished mathematics educator, Ken began his career as a secondary teacher before completing his doctorate at the University of Melbourne and going on to an internationally influential academic career.

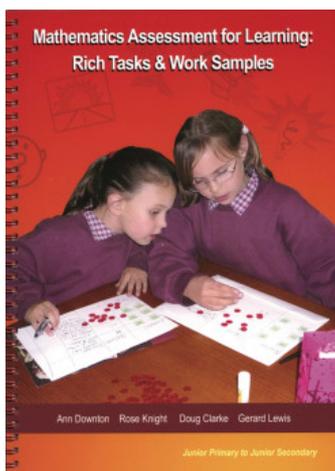
Ken contributed significantly to Australia's mathematics education community, supporting the work of MAV and AAMT and playing a foundational role in establishing MERGA in 1977. With his wife Nerida, he also founded the Australian Education Heritage Museum in Toowoomba.

Two memorial services will be held on **7 March (Toowoomba)** and **31 March (Melbourne)**.

Read the full obituary [here](#).

We extend our sincere condolences to Nerida, their family, and the many educators whose professional lives were shaped by Ken's leadership and scholarship. His legacy endures.

Mathematics Assessment for Learning Rich Tasks and Work Samples *Last Chance to Buy!*



Don't miss out on your final opportunity to purchase **Mathematics Assessment for Learning: Rich Tasks and Work Samples** - a truly valuable resource for teachers seeking engaging, meaningful assessment tasks in mathematics.

This beloved book offers a wide range of rich tasks, real student work samples, and practical rubrics that support both assessment and learning across primary and early secondary years.

Published by Australian Catholic University and the Catholic Education Office, and authored by Ann Downton, Rose Knight, Doug Clarke and Gerard Lewis, this book has been treasured by teachers and numeracy leaders for years.

This title will **no longer be published once current stock is sold out** - so if it's been on your wishlist, now is the time to buy!

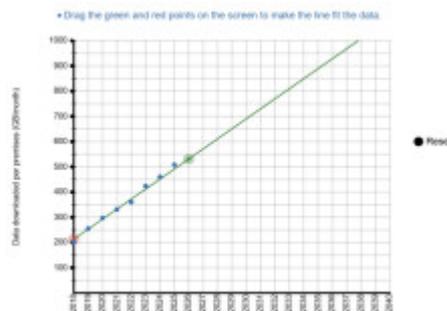
Click here to get your copy before it's gone!

reSolve: Year 8 Mathematical Modelling – Screentime Footprint

We're pleased to share a new reSolve mathematical modelling teaching sequence, developed for Year 8, in a collaboration between AAMT and the Australian Academy of Science.

The **Screentime Footprint** sequence invites students to explore a highly relevant contemporary issue: the environmental impact of digital device use. Students analyse data, make assumptions, construct and refine models and justify conclusions while engaging deeply with the full modelling process. The task provides clear teacher guidance, classroom-ready resources and opportunities for rich discussion about variables, constraints and reasonableness of results.

It's an excellent resource for teachers looking to strengthen modelling pedagogy in Year 8 while connecting mathematics to real-world decision-making.



Click here to explore the teaching sequence

And, if you haven't visited the [reSolve](#) website recently, it's well worth a look - their bank of high-quality, classroom-ready sequences available across year levels continues to grow!

Mathematics Hub - Supporting Teachers and Families

Our colleagues at Education Services Australia manage the **Mathematics Hub**, a national online platform supporting mathematics teaching and learning.

We particularly recommend the *Mathematics at school – what to expect* series. Available from Foundation to Year 10, these parent-friendly guides outline what students typically learn at each year level and are ideal for sharing in school newsletters or parent communications.

The Hub also offers a broad range of classroom resources and pedagogical support, so if you haven't visited recently, it's well worth exploring.

Click here to explore

Project Manager Opportunity - ATSIMA

The **Aboriginal and Torres Strait Islander Mathematics Alliance (ATSIMA)** is currently seeking a Project Manager to lead an 18-month pilot delivering and evaluating a Community-designed, culturally informed mathematics curriculum in two remote school contexts.

Applications close: COB Monday 9 March 2026

Further details and application information are available via the SEEK job advertisement: <https://www.seek.com.au/job/90500384>

If this role aligns with your experience and interests, you're encouraged to apply.

You can also view and share ATSIMA's posts via their [LinkedIn](#) and [Facebook](#).

Calling High School Teachers : Share your experience

Are you an experienced Australian high school teacher teaching mathematics or science outside your qualification areas? A PhD researcher at Deakin University is inviting teachers to take part in a study exploring what contributes to success in out-of-field teaching.

The researcher is looking for up to 20 participants for 30-minute Zoom interviews. Your participation will help shed light on the experiences and challenges of out-of-field teachers and inform future support strategies.

You can find out more about the project and the consent form [here](#).

This study has received Deakin University ethics approval (*reference number: 2025/HE001215*).

Your participation can make a valuable contribution to research that aims to support teachers like you.

Research Participants Sought - AI in Secondary Mathematics Education

A PhD candidate from the School of Education at Western Sydney University is currently seeking participants for a research project exploring the use of artificial intelligence (AI) in secondary mathematics classrooms.

The research investigates the impact of artificial intelligence (AI) on student engagement in secondary mathematics education and explores teacher and student perceptions of AI use in mathematics classrooms.

If you are a **secondary mathematics teacher in Australia currently using AI**, you are invited to contribute to this research by completing a short online survey. The survey takes approximately **15–20 minutes** to complete.

Click [here](#) to access the survey,

The project is being conducted under the supervision of Professors Catherine Attard and Kathryn Holmes and has received Western Sydney University ethics approval (*HREC ID: H16994*).

If this research aligns with your experience, we encourage you to consider participating. Your insights will contribute to a growing understanding of how AI is shaping mathematics education in Australian classrooms.

The International Mathematical Modelling Challenge 2026 *now open to Australian Secondary Schools*

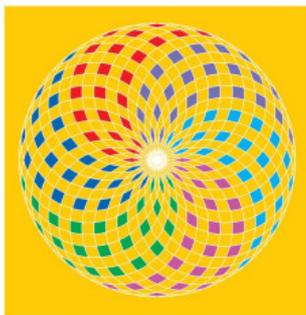
The International Mathematical Modelling Challenge (IM²C) 2026 offers students in around Years 9-12 the opportunity to work in teams over five consecutive days to tackle a substantial, real-world modelling problem. It's a rich experience for students who enjoy sustained challenge and aligns strongly with the mathematical modelling process in the Australian Curriculum v9.0. Time is running out, with entries due by 31 March so if you are interested in entering a team, get in quick!

Even if you're not entering IM²C this year, the Supporting Resources section of the IM²C website is well worth exploring. It includes a clear modelling framework and classroom-ready example problems that can support secondary teachers in strengthening modelling practice for all students.

You can find further details [here](#).

International Day of Mathematics – 14 March (Pi Day)

MATHEMATICS AND HOPE



International Day of Mathematics (14 March, or 3.14!) is fast approaching. This year's global theme, *Mathematics and Hope*, provides a lovely opportunity to celebrate the positive role mathematics plays in helping us make sense of our world. Access a host of resources, including this colouring poster at <https://www.idm314.org/>

You may remember that last year AAMT created a **Maths is Everywhere scavenger hunt** for schools to share with families. As 14 March approaches, we thought we'd remind you that this resource is still available and ready to use. It's designed for students to complete outside of school and could work well in newsletters, parent emails, or as a light-hearted whole-school activity.

The [scavenger hunt](#) and the [follow-up resource](#) are available for download.

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 Ltd](#), 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

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