



AAMT Position Statement

Reviewing and revising the *Australian Curriculum: Mathematics*

The Australian Association of Mathematics Teachers Inc.



Overview

AAMT continues to support the notion of a national curriculum and documentation for its effective use.

AAMT expects education authorities to collaborate to minimise individual state customisation of the curriculum, the documents, assessment and reporting processes, associated resources and processes for implementation .

Review of the *Australian Curriculum: Mathematics*

- AAMT believes that the *Australian Curriculum: Mathematics* should be a dynamic document that is reviewed and revised regularly and cumulatively in response to feedback from practitioners and professional associations. The consultations associated with these reviews should be open, and based on rigorous evaluation of the various elements in the curriculum.
- AAMT expects that the processes and timelines for these reviews, and the means for managing and responding to feedback, will be identified and publicised by ACARA.

Emphases through implementation of the *Australian Curriculum: Mathematics*

- AAMT affirms its support of the principles of the Shape Paper, and that revisions of the *Australian Curriculum: Mathematics* and associated materials should focus on fostering depth rather than breadth, access by all students to the full curriculum for as long as possible, clarity in presentation, incorporation of the proficiencies into everyday planning, teaching and assessment, among others.
- AAMT endorses the intention of the General capabilities and Cross-curriculum priorities but notes that substantial work on the numeracy and critical thinking domains are needed if these are to inform teaching in mathematics and other areas in a positive manner.

Supporting the use of the *Australian Curriculum: Mathematics*

- Noting that the curriculum has potential to inform teacher planning and assessment, AAMT believes that teachers need support in using the curriculum content descriptions to identify important mathematical ideas, to match tasks with the curriculum, to identify the purposes and affordances of tasks, to use achievement standards, and to assess learning of the proficiencies.

- AAMT believes that all teachers need to renew their mathematics content knowledge progressively, but that some teachers have important and urgent need for support in processes for learning new mathematics. AAMT believes that some aspects of this learning should be provided online with teachers able to access that learning as they need it. This would have two benefits: first is equitable access to the support for all teachers; second is that the learning can be “just in time”.

Ongoing integration of AAMT and its members in national decision-making about the mathematics curriculum

- Noting that AAMT and its Affiliates continue to foster on-going discussions on all issues associated with school mathematics through networks, conferences, teacher professional learning, journals and other publications, AAMT will have a central role in ongoing planning for implementation, ongoing review of the curriculum and associated teacher education and support.
- AAMT and its Affiliates have developed substantial expertise on ways of delivering resources to teachers, and the development of interactive online teacher learning and support, and are ideally placed to contribute to providing support for all teachers.

Note: This statement replaces the Position Paper on National Curriculum (2008), that focussed on the development of the *Australian Curriculum: Mathematics*.

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