



THE MATHEMATICAL
ASSOCIATION OF VICTORIA

Strategy

2024 - 2026

Build on our **STRONG** foundations.

Support a more **CONNECTED** profession.

Position as **LEADERS** of change.

A plan **for three years**, a plan **for mathematics educators**, a plan **for better outcomes for students**.

Acknowledgements.



Acknowledgement of Country

The Mathematical Association of Victoria acknowledges and pays respect to the Traditional Owners of the land on which we live and work. We acknowledge that we exist, work, and live on Aboriginal land.

It always was. Always will be.



Our Commitment to Inclusion

The Mathematical Association of Victoria is committed to providing an inclusive, safe and respectful environment for our own organisation, our work environment and our member network. This is free from discrimination, harassment and racism. We recognise the impacts of inequity and discrimination and strive to remove the barriers these create. We celebrate diversity in all its forms.

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Introduction.

This strategy will set our direction. It will provide the framework for our annual plans and help us communicate our purpose, building upon our more than 115 years of existence. This strategy will continue to build our society’s confidence in mathematics and build mathematics educators’ capacity to improve outcomes.



THE MATHEMATICAL ASSOCIATION OF VICTORIA

STRONG. CONNECTED. LEADERS.
CONFIDENCE IN MATHS. BETTER OUTCOMES FOR STUDENTS.

VISION Our aspiration

Confident, capable and engaged lifelong learners of mathematics.

PURPOSE

Our why

To empower and support our members, mathematics educators and schools to improve mathematics education for every student.

- ### BELIEFS
- Our guide
- we are all maths learners with access to quality education.
 - we can deliver better student outcomes together, as a vibrant professional network.
 - we have the responsibility to represent our collective interests and support individual capability building through our membership.
 - we can improve student outcomes by giving educators professional learning, so they become empowered, confident and capable.



- ### ROLE
- Our work
- LEADERSHIP**
Sharing evidence-based practice, sharing knowledge and bringing together the profession through our work.
 - INFLUENCE**
Elevating voice of maths educators to best represent at places of influence and affect decision-making around maths education.
 - STRENGTHEN**
Delivering professional development with high-quality resources and consulting, enabling peer connection and engagement.



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JOURNEY Our focus

- 1 STRONG FOUNDATIONS**
 - 1.1. Membership value**
Be clear on our value, the audience we are trying to reach and a membership that is viable.
 - 1.2. High quality, relevant resources**
Responsive to teacher need, adapting to evidence-based practice, and ensuring resources are accessible to cut through competition.
 - 1.3. Secure funding**
Protect current funding and explore extended or diversified revenue opportunities that align and support our purpose and aspirations.
- 2 CONNECTED PROFESSION**
 - 2.1. Lifelong learning**
Expand focus across the learning life cycle, with a focus on priority cohorts. Enabling extended reach and additional value for the sector.
 - 2.2. Peer connection**
Investment in the online community and peer-based action to support connection and knowledge sharing.
 - 2.3. Increasing access**
Better promotion membership value and engagement of educators through their schools.
- 3 LEADERS OF CHANGE**
 - 3.1. Scale reach**
Focus on our value to broaden our appeal within and beyond dedicated mathematics specialist educators.
 - 3.2. Position for greater influence**
Set a clear advocacy focus that positions MAV as leaders. We are an essential organisation that influences and engages in discussions on emerging issues and opportunities for the profession.
 - 3.3. Collaboration across education**
Working smarter with education sector partners. Knowing when to lead work and when to support the work of others.

ENABLERS Our building blocks

- Equipped and supported team**
Investment in our individual and collective strengths, culture and supporting systems.
- Thriving membership**
Evolving the membership to be relevant and responsive to the profession and schools. Providing the structures to have high attraction and retention.
- Sustainable operations**
Embed financial resilience to stay relevant and viable. Integrate social and environmental policy and practice to ensure equity, inclusion and sustainability in our delivery.

Confidence in mathematics, better outcomes for students.

About us.

The Mathematical Association of Victoria (MAV) is the Victorian professional membership body for mathematics educators and schools across the education sector.

Established in 1906, MAV has grown to be one of the largest specialist mathematics professional associations in Australia. Our membership reaches more than 1,700 members across Victoria annually from all educational sectors.

MAV reaches educators directly through membership, schools and a range of direct professional services. Everything we do is about supporting better mathematics outcomes for students. We do this by equipping and empowering incredible educators by helping them every day.

Over recent years, the education sector has had one of its biggest periods of disruption, including the global COVID pandemic. This has had knock-on effects to schools, educators, students and their families. There is continued pressure on schools and broader education funding driven by wider economic and social pressures. While many challenges exist, many opportunities do as well. This ranges from the emergence of new technology and how it changes what and how we can teach to the ways we can reach and support educators from across the sector.

We are energised by the years and opportunities ahead to better support educators and better help every student achieve more from their mathematics education.

Role. our work.

This is the practical work we deliver:

- ❑ We **lead**. Sharing evidence-based practice and knowledge and bringing together the profession through our work.
- ❑ We **influence**. Elevating the voice of mathematics educators to represent at places of influence and decision-making around mathematics education.
- ❑ We **strengthen**. Delivering professional development and learning, high-quality resources and consulting, and enabling peer connection and engagement.

Beliefs. our guide.

These underpin our values, influence our approach and guide how we deliver on our strategy. We believe:

- ❑ We are all **mathematics learners** with access to quality education.
- ❑ **Together**, as a vibrant professional network, we can deliver better student outcomes.
- ❑ Through our membership, we have the responsibility to **represent our collective interests and support individual capability building**.
- ❑ Student outcomes will be better when educators - through professional learning - are **empowered, confident and capable**.

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Strategy context.

The purpose of supporting high-quality mathematics education has existed since MAV opened its doors. However, the context and environment in which it operates has continually changed. Understanding this context is an important contributing factor to this strategy and its execution.



Ever changing social and economic conditions.

More than ever, the context and situations in the world affect every part of our lives. Over the last three years, there has been a global pandemic, global conflicts, and challenging global economic conditions. These are often big issues that have real impacts on our doorstep. This means that in order to stay relevant, we need to be responsive and always listening. This ranges from the conditions educators are facing and the pressures they are under, all the way to how students are engaging and being supported to stay in school.

Equity and inclusion.



Being accessible has never been more important. MAV must ensure who, what, and how we educate meets the diverse needs of the Victorian community. Our strategy needs to show who we represent, as well as how we are being representative, inclusive and equitable in what we do.



Revised Curriculum.

In 2024-25, the revised Victorian Mathematics Curriculum 2.0 will be implemented and build on the foundations of the current curriculum. It will also bring in new concepts, standards and expectations. While this will be a valued step, it will also be a challenge for educators, having to add in extra work to build their knowledge and translate what this means in practice. These changes, as part of an ever-evolving education landscape, provide opportunities for us to engage the profession, as well as consider how we deliver our services.



Workforce pressure.

The collective impact of post-pandemic recovery; the changing approach to employing specialist teachers within schools; the broad social and economic pressures within communities; and high expectations from both within schools and outside from families have led to a number of issues within the sector. These include a deficit in the teaching workforce; a lack of suitable qualified mathematics teachers, particularly in secondary

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schools; and the increasing use of out-of-field teachers. While we aren't directly responsible for building the workforce, we have a role in how we engage and support schools, educators and policy makers as part of this strategy and beyond.



Competitive landscape.

The dynamic and often commercial nature of our services means that many individuals and business are playing in the same space. Often, for educators, it is hard to know what is good and what isn't. We need to be across the wider service landscape and know where we should be strongest and where we should be supporting others.

The plan.

The strategy acknowledges and builds on the many existing strengths within the organisation, alongside defining and prioritising areas of focus to make MAV stronger, more connected, and better positioned as a leader for the profession. The plan is a framework to guide the Board, Staff, Members, and Stakeholders. It will be supported by annual plans and be subject to regular review and monitoring by the Board.

Vision. our aspiration.

Confident, capable, and engaged lifelong learners of mathematics.

The vision looks beyond just our members. It calls out the contribution we hope to make through our work, through the impact we create in the profession, for schools and for mathematics educators across Victoria.

Purpose. our why.

To empower and support our members, mathematics educators and schools to improve mathematics education for every student.

Our purpose is what we exist to do. It highlights our focus on working with educators and schools. It is the connection between our everyday action and the impact it has on students.

Impact. our outcomes.

For the **profession...**

Passionate educators who are equipped, empowered and supported to improve outcomes for every student.

For **members...**

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Members value our role and act as advocates for better mathematics education within and beyond schools.

For the **organisation...**

MAV is a valued leader for the profession with the structure, members and commitment to thrive and stay relevant.

Impact focusses on the change for which we aspire over the next three years and beyond. As a valued organisation, we have the authorising environment to advocate for the profession and support educators and schools. We work to improve mathematics education and help students of all ages achieve more.

Journey. our focus.

We acknowledge that strategies are not just relevant to one point in time. Many require a number of actions and steps to deliver - the point is to highlight what we are trying to do. The focus areas work alongside each other, sometimes interdependently and sometimes the result of each other. Over the next three years, we will constantly visit these areas to ensure we are focussing on the areas making demonstrable progress towards our impact.

1. Strong foundations.

These strategies focus on the fundamentals. They look to ensure we are delivering value for every existing and future member; providing or supporting resources that drive better teaching outcomes; and are taking action that leads to long-term financial sustainability.

1.1. Membership value.

We are clear on the value we offer and the people we are trying to reach. We have a membership that is viable both for those paying and for our delivery.

1.2. High quality, relevant resources.

Our resources are responsive to educator needs and are always adapting to evidence-based practice. They are accessible to the profession, which helps us to cut through competition.

1.3. Secure funding.

We invest in actions that protect our in-place funding, as well as explore extended or diversified revenue opportunities that align to and support our purpose and long-term aspirations.

Progress to which we aspire and measure ourselves against over the next three years includes...

- Every member is better connected and understands what and who we exist for, what we offer, the values we hold, and the investment and commitment we expect of them.
- More educators than ever before are choosing MAV or MAV-referred resources as the primary resource to support professional development.
- MAV is in a stronger financial position through diverse income streams and backed by high membership attraction and retention within the profession and schools across Victoria.

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2. Connected profession.

These strategies focus on bringing the profession together. This is about engagement across the education spectrum, including reaching more early education, primary and specialist schoolteachers. We aim to better encourage peer connection, learning and discussion, and help member schools share the value of their membership with staff.

2.1. Lifelong learning.

We will expand our focus across the educational system with an emphasis on priority cohorts. This means we are developing resources, events and other offers that extend reach and add value for a range of educators across the sector.

2.2. Peer connection.

We will continue to invest in the online community and peer-based action to support connection and knowledge sharing. This will be directed by both MAV and others supported by MAV to participate and contribute content.

2.3. Increasing access.

We will invest in improving access to professional development opportunities for our members through better promotion of what our membership provides. We will bring in additional ways to communicate to educators directly and through their schools. In addition, we will ensure we deliver the resources that add the most value.

Progress we aspire for and will measure ourselves against over the next three years includes...

- The online community is being used more frequently by more members with active peer discussions, sharing and learning happening from this resource.
- More educators are utilising our diverse mix of members' services, resources and offerings either through direct membership or through their school's membership.
- Member schools are better at internally promoting the value of MAV, increasing utilisation of membership resources and active engagement in MAV.

3. Leaders of change.

These strategies focus on our leadership role for the profession as well as within mathematics education. It is about focussing on actions that grow our reach, strengthen our advocacy position and improve our positioning as leaders for the profession.

3.1. Scale reach.

We will seek to broaden our appeal across the profession and education sector through a focus on member and professional value. This action aims to attract more educators within and beyond dedicated mathematics specialist educators.

3.2. Position for greater influence.

We will define and set out an advocacy focus that positions MAV as leaders. This allows us to be seen and sought out as an essential organisation to influence and engage in discussion on emerging issues and opportunities for the profession.

3.3. Collaboration across education.

We must work smarter with partners in the sector. This is about MAV having clear policies in place that help us make decisions on where we lead in advocacy and work for the sector. This is based on our strengths - and where we should be supporting others based on theirs.

Progress we aspire to and will measure ourselves against over the next three years includes...

- MAV has more members from across the educational workforce. These are both in different parts of the education lifecycle, as well as in the different metro, regional and rural geographies of Victoria.
- Decision makers within government and the education sector are proactively engaging us in discussions around policy and areas that impact maths education. We aim to be a key channel to reach the field and represent shared perspectives.
- MAV is clear and selective on who we partner with and who sponsors our events and work. We are seen to be holding high standards for our profession and representative of collective best interests.

Enablers. our building blocks.

These are the ongoing actions on which we need to stay focussed throughout our strategy. We call them the 'building blocks' as without them, we can't deliver on our strategies.

Equipped and supported team.

Our people are our most important asset. We will continue to invest in the individual and collective strengths and culture of our team, as well as the supporting systems they need to best do their job.

Focus includes...

- **Flexibility and wellbeing.** A healthy, happy team is a strong team. We work hard, and we are passionate about supporting educators and better outcomes for students. However, we acknowledge the need for professional work-life balance. To help this balance, we will have clear plans and practices in place to make sure people are prioritising the right things and have the support and tools they need.
- **Professional development.** The skills we need in the organisation will continue to evolve. We are a team comprised of people who share a passion for lifelong learning. We will help our staff access learning that helps them in their role and with their professional aspirations. This ensures we stay attractive as an employer.

Thriving membership.

We need to ensure we continue to examine the structure of our membership and evolve it as needed to be relevant and responsive to the profession and schools. This is about having a membership structure that drives high attraction and retention.

Focus includes...

- **Member relevance.** Being able to offer value through different mechanisms will be key as the membership landscape and expectations change. We will seek to stay relevant through asking our members, listening to non-members, and continually improve how we engage, support and respond to the value our educators seek.
- **Broadcasting across the sector.** While our strategies focus on reach and understanding, we know that how we communicate matters. We will commit to using and trying different channels to reach existing and potential future members. This will ensure the work we do and action we take is well understood and aligned to the wider profession.

Sustainable operations.

Sustainability is about our financial resilience, as well as our social and environmental footprint. To thrive and deliver for our members, we need to ensure we have a business model that can support our aspirations and bring in the skills and capabilities we need to deliver them. It also means we are thinking and acting on the social and environmental impact we have. This is through the way we treat our staff and members, run our events, as well as the products and services we procure.

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- **Financial resilience.** We will always have a focus on our financial position. This aims to ensure we have diversified income to manage funding shocks and opportunities. We will always ensure we both deliver value to members, as well as maintain viability to do so.
- **Inclusive practice.** This is what and how we provide our services and resources. This is through the language we use, the mode in which we provide it, and the audiences we have in mind. We must reflect diversity and inclusion in our governance and team. We also must ensure we are present in regional areas as well as metro, and that we are thoughtful and inclusive on how and where people reach our services.
- **Environmental policy.** We will develop a clear and contemporary environmental policy that encompasses how we use our physical assets, how our staff move around and the impact of the events we run. We also will consider where we buy our services and goods. We know how important it is to be good and responsible global citizens.

Monitoring the plan.

Monitoring our strategy is important to both our work and the decisions we need to make. Over the next three years we will monitor this plan annually through the tracking and reporting of practical and meaningful measures of progress. This will include a range of indicators and key results that will help us to better understand what works and what doesn't. We will examine the difference we are making and ensure we celebrate our successes and learn from everything we do.

This monitoring will be an important part of our reporting and will be continually reviewed and refined to ensure we are both capturing the right information and learning as an organisation.