

Strategic plan 2018-2020

VALUING MATHEMATICS IN SOCIETY

MAV provides a voice, leadership
and professional support
for mathematics education.

CORE STATEMENT: Valuing mathematics in society

The Mathematical Association of Victoria (MAV) is a leading professional association. Through its programs and services, MAV promotes the importance of mathematics in society. Our Association has over 1400 members from all sectors of education, including individuals, schools, universities and other institutions.

This provides membership benefits to a growing network of over 13,500 mathematics educators. MAV has been a highly respected and proactive not-for-profit professional association for more than 100 years.

MAV supports its members by working with leading education academics and researchers, education consultants, exemplary classroom teachers, the Victorian Department of Education and Training, the Victorian Curriculum and Assessment Authority (VCAA) and various industry partners to provide services in the interests of members and the wider community.

MAV's core services include:

- Membership
- Advocacy and representation
- Professional learning
- Professional advice
- In-school consulting
- Annual conference
- Primary conference
- Student-focused activities
- Newsletters, journals and other publications

MAV is an affiliate of the Australian Association of Mathematics Teachers (AAMT).

CONTEXT

The MAV Strategic Plan 2018–2020 has been developed via a process of consultation and analysis of the context in which the Association operates. This context includes that:

- Education is changing, and MAV must lead the way in supporting mathematics educators to have the best impact possible.
- Preparing students for life after education is critical for both their own and Australia's future workforce and industry success.
- Students need to be risk takers, to challenge assumptions and think creatively in order to contribute to society and enter industry with open and inquiring minds.
- MAV must provide the teachers of young creative minds with the skills and resources required to produce high-quality, critical-thinking mathematicians.

The four goals in this Strategic Plan identify key areas of focus where MAV will have a positive impact on educational outcomes in support of its members. This includes in teaching and learning in mathematics education and in support of students who are from backgrounds that typically do not access mathematics at higher levels in school and beyond.

Goal 1: VALUE



Ensure that MAV provides benefit and value for all mathematics educators, with all education segments across Victoria supported appropriately.

Goal purpose

This goal focuses on how MAV will better deliver value to all members and mathematics educators across the state, in different sectors, and embed itself as the 'go to' place for all mathematics education advice and services.

MAV's engagement with members should continue to evolve as the context of education changes. MAV must demonstrate clear value to the broader mathematics education community in order to grow its member base, and consolidate its position.

Performance measures

- Membership growth
- Member engagement
- Increase in engagement from regional educators
- Member and educator participation in services
- Member and educator satisfaction with services

Current work

MAV supports teachers and educators across the mathematics education community, including early years, primary and secondary education, as well as Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET).

MAV has a strong focus on:

- Primary education with ongoing professional learning, a primary conference, in-school consulting, games days and family maths nights, and the Mathematics Talent Quest.
- Secondary education with ongoing professional learning, the MAV annual conference, in-school consulting, games days and family maths nights, and the Mathematics Talent Quest.
- VCE and VCAL, providing both resources and advice, and running the VCE professional learning series in term 1 of each year in collaboration with the Victorian Curriculum and Assessment Authority (VCAA).
- Undertaking projects on behalf of the Victorian Department of Education and Training (DET) including the Strategic Partnerships Program (SPP), and for the VCAA and other organisations.
- Supporting schools in metropolitan areas, where most MAV activities are based.
- Supporting schools in certain regional areas, where established relationships exist.

Areas of focus

1. Analysis of member data and market opportunities.

- 1.1 Develop data on total member market size, analysing the number of potential members in various education sectors and regions
- 1.2 Consider lost opportunity costs of not targeting each potential membership group, and refine and prioritise approaches

Success indicators: MAV will have a comprehensive database of mathematics educators across Victoria, enabling it to carry out well-targeted and costed recruitment and retention programs.

2. Review member benefits, value and engagement.

- 2.1 Research member and non-member engagement and perceptions of membership value. Include questions to collect information on mathematics, pedagogy and education issues. This will feed into Goal 3
- 2.2 Review membership structure and benefits
- 2.3 Review communications and how to increase the focus on demonstrating value
- 2.4 Offer free membership to engage with pre-service teachers

Success indicators: MAV will have a far-reaching and flexible system of communication with members, so that they are kept informed of the range of benefits that flow from engagement with their association. Member benefits will demonstrate value, and be regularly reviewed and aligned to member needs based on evidence.

3. Focus on regional areas

- 3.1 Investigate models for expanding services in regional areas to improve support for members regardless of location. Consider professional learning and regional champions approach
- 3.2 Consider a regional network approach towards increasing regional-based membership
- 3.3 Investigate and develop opportunities with Department of Education and Training regional offices

Success indicators: MAV will have established and strong links with and between regional offices of the DET (and other sectors) and local networks of schools and teachers, thereby creating a proactive and flourishing climate of support services beyond the metropolitan area.

4. Develop a member retention and acquisition plan to increase membership, and analyse member perceptions of value and the impact of MAV's mission.

- 4.1 Prioritise each member group and related strategic activities to gain maximum effect for MAV's efforts and develop a Member Retention and Acquisition Plan

Success indicators: MAV members will feel that they are part of a thriving association that seeks and understands their views, and which adapts its program offerings as the needs of members evolve.

Goal 2: PARTNERSHIPS



Develop and nurture high-profile partnerships that lead to improvement of the quality of mathematics education, and promote the fundamental importance of mathematics in society.

Goal purpose

MAV is dedicated to the improvement of mathematics education and will continue to investigate the most effective approaches, tools and new technology that education professionals can use to improve student learning outcomes across all levels (from early childhood to the senior years of secondary school and beyond). Formal and informal partnerships will bring benefits to MAV members, mathematics educators and society by allowing MAV to expand its influence and impact while delivering its programs efficiently.

Working with partners who are aligned with MAV's vision and programs will amplify the impact that MAV can have by allowing access to a broader range of resources, expertise and advice. Ultimately, such partnerships will contribute to ensuring that mathematics is valued in society and to improving mathematics educational outcomes. MAV places a priority on those partnerships that will help students with less access to opportunities or who are from backgrounds that typically do not access mathematics at higher levels in school and beyond.

Performance measures

- Increase in new partnerships
- Effectiveness of partnerships and partner satisfaction
- Public impact and profile of partnerships
- Effectiveness of collaboration with AAMT and affiliates

Current work

For a list of key current key partners see MAV's partner page: www.mav.vic.edu.au/partners.html. MAV works in partnership with organisations and individuals. These include the following approaches and examples:

Government, government authorities and statutory bodies:

Work conducted with the Victorian DET on various projects (some of which are funded, as indicated by: *), including:

- the Victorian Maths Challenge*
- resource development and review, including the Mathematics Continuum and FUSE resources*
- representative on advisory panels, such as with the DET Victorian Maths Challenge and the Tech School Learning Program Advisory Panel
- involvement in the Strategic Partnership Program* to deliver specific agreed outcomes with a focus on rural and regional Victoria

Work conducted with the VCAA on various projects, including:

- the delivery of the Victorian Certificate of Education (VCE) professional learning program in Term 1 each year
- advice on resources, including the nature of new assessments and courses
- providing expertise in consultations on curriculum development and other matters, most recently VCAL

The Australian Association for Mathematics Teachers (AAMT) and state affiliates:

- MAV support, attendance and presentations at the interstate conferences of state affiliates and AAMT, where appropriate
- Roll out various national programs including ReSolve Maths by Inquiry, Maths 300, Dimensions Portal and others
- Co-contributions submissions to government inquiries

Industry and workplace links for Science, Technology, Engineering and Mathematics (STEM) and Mathematics, specifically:

- Student activities delivered in collaboration with industry, for example the Maths Camps for regional students (DET funded through Strategic Partnerships Program) and the Girls in STEM days
- Delivery of professional learning that showcases both the partner and MAV's expertise in certain areas

Relationships with other education industry partners

Universities

- delivery of the Primary Mathematics Education Conference with the University of Melbourne, Graduate School of Education
- provision of access to university facilities, including Federation University and La Trobe

University, at no cost to support various MAV programs

- sponsorship of various university awards for education graduates and attendance and/or presentations at graduate careers days

Other partnerships:

MAV works with various partners, often under funding to benefit mathematics education. Projects include:

- Development of resources
- Research projects
- Joint professional learning events
- Sponsorship of events
- Promotion of the importance of maths education and STEM based a careers for students, including Girls in STEM days
- Delivery of sponsorship arrangements for key partners
- Tenders and other opportunities
- Negotiating discounted access to services and benefits on behalf of members

Goal 2: PARTNERSHIPS (continued)



Areas of focus

In ensuring that MAV has effective and targeted partnerships that support its vision and mission statements, the following are key partnership areas:

1. AAMT and state affiliates

- 1.1 Engage with AAMT and the state affiliates to look for synergies, support and to develop programs
- 1.2 Support, attend and present at interstate conferences where appropriate

Success indicators: Regular engagement and communication is ongoing between MAV, AAMT and affiliates, and appropriate opportunities are investigated and actioned as they arise. MAV consultants attend, present at and support interstate AAMT and affiliate conferences where possible and appropriate.

2. Government, government authorities and statutory bodies

- 2.1 Strengthen relationships and increase joint projects with the Victorian Department of Education and Training (DET), and the Victorian Curriculum and Assessment Authority (VCAA)
- 2.2 Investigate partnerships with other government-based organisations such as the Bastow Institute, the Australian Curriculum and Assessment Authority (ACARA), Education Services Australia (ESA), the Australian Institute for Teaching and School Leadership (AITSL) and the Victorian Institute of Teaching (VIT)

Success indicators: MAV will have established and strong links with relevant government organisations, leading them to seek MAV's advice, as well as mutually beneficial partnerships that improve the quality of mathematics education, and promote the fundamental importance of mathematics in society.

3. Develop relationships with other education industry partners

- 3.1 Investigate partnerships with other organisations, such as other subject and education research associations, education courses and STEM-based university courses, Principals' Associations, parent support and other parent groups, other educational not-for-profits, and industry and commercial organisations with a STEM and mathematics focus

Success indicators: MAV will have established and strong links with a range of organisations, leading them to seek MAV's advice, as well as mutually beneficial partnerships that improve the quality of mathematics education, and promote the fundamental importance of mathematics in society.

Goal 3: ADVOCACY



Strengthen MAV's position as a key stakeholder in mathematics education through advocacy and engagement with key stakeholders.

Goal purpose

MAV needs to increase its profile in Victoria and nationally where appropriate, so that it has a stronger voice in areas aligned to its vision and mission.

MAV is seeking to become systematically proactive in relation to stakeholder engagement and advocacy.

Performance measures

- Output of advocacy and communications material
- Public impact and profile of advocacy and communications
- Member and educator satisfaction with MAV representation

Current work

In recent years, MAV has engaged on an ad hoc basis in advocacy and engagement activities with key stakeholders, such as government and media bodies. Activities have included submissions of papers for government inquiries, and participation in surveys and research. MAV has also been invited to participate in initiatives including the Victorian Maths Challenge and the Tech School Learning Program Advisory Panel by the Department of Education and Training. These initiatives are indicative of the strong relationships MAV has with the DET and the VCAA.

In general, the approach taken towards stakeholder engagement and advocacy has been largely reactive and sometimes proactive. MAV cannot allow itself to be considered as a mere bystander at this critical stage for mathematics education in Victoria.

Areas of focus

1. Develop new and strengthen existing connections.

- 1.1 Work with AAMT and the affiliates to expand our collective sphere of influence in advocacy
- 1.2 Identify and build a database of existing and potential stakeholders in order to initiate discussions on key issues and broaden MAV's network

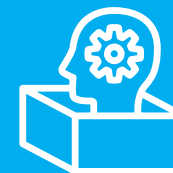
Success indicators: The MAV will have effective communication with AAMT and affiliates in regard to advocacy and engagement and will take a joint approach where suitable. MAV will develop a database of stakeholders to communicate with and to use in expanding its sphere of influence.

2. Proactively communicate MAV's position on current issues and engage with members and relevant stakeholders

- 2.1 Develop a more proactive approach for engaging with identified stakeholders
- 2.2 Create discussion around issues that MAV considers important, through media releases, news articles, discussion or position papers, social media and other means. Ensure these are communicated to members and other stakeholders
- 2.3 Collate and analyse data, and use evidence to show efficacy of the work that MAV does in schools

Success indicators: The MAV will communicate current issues and activities to its member base, stakeholders and broader community through position papers, media releases, news articles, social media and other means as appropriate. A database of media contacts and journalists will be leveraged to effect information flow. Data will be developed to show the efficacy of the MAV's work, and used to help influence and bring arguments to bear.

Goal 4: OPERATIONS



Streamline and improve MAV's operations, management and governance.

Goal purpose

MAV considers that continuous improvement in these areas is essential, to prepare MAV for the future as a dynamic, modern and progressive organisation.

Performance measures

- Staff engagement and satisfaction
- Efficiency and currency of systems and processes
- Financial performance
- Councillor engagement and satisfaction
- Effectiveness of Council governance and communications systems

Current work

MAV has an operation of 9 staff, including CEO, administrative officers and education consultants based at its premises in Brunswick. The current staff can be found at: www.mavvic.edu.au/about-us/contact-us.html

Recently MAV has upgraded all internal IT systems, and is reviewing its Association software and systems that provide various services to members. The MAV office can deliver its services more efficiently as a result of these enhancements.

MAV Council consists of up to 14 Councillors, operating under the MAV Constitution. The current Council members can be found at: www.mavvic.edu.au/about-us/mav-council.html.

The Council's approach is also evolving, including the creation of a Finance Committee, and realignment of the role of the Executive Committee. Further, various Council policies have been developed or are under consideration, as the Council reviews its approach to governance.

There has been increased emphasis on and training around Director responsibility and a focus on strategic leadership, which is enabling the Council to focus on areas of importance as the MAV guiding body.

Areas of focus

1. Governance

- 1.1 Constitutional review as a regular activity
- 1.2 Review of governance structures, including review and development of Council policies and Charter
- 1.3 Formalising Director training and information, including induction pack
- 1.4 Develop investment guidelines, policy and strategy
- 1.5 Review of risk and set up of risk register, including cyber security

Success indicators: MAV governance is documented, up-to-date and reviewed regularly, reducing risk. A systematic approach to Director induction and ongoing learning will be in place, to ensure that Directors can carry out their role as fiduciaries of the company, and act according to the duties of care and diligence, as well as loyalty and good faith.

2. Work conducted in conjunction with AAMT and affiliates on operational matters.

- 2.1 Implementation of an MOU with AAMT and delivery of required outcomes
- 2.2 Consideration of further opportunities to work in conjunction with and learn from affiliates and AAMT

Success indicators: An MOU with AAMT is in place, honoured and reviewed regularly. AAMT and affiliates are front of mind and opportunities for collaboration are identified whenever possible.

3. Staffing and program delivery

- 3.1 Alignment of staff and expertise towards achieving MAV's mission, including consideration of skills required in communications and marketing and the education consultants' capacity to deliver program

Success indicators: Staff skills and abilities align to those required to achieve success at any point in time. Appropriate systems allow staff to grow and develop as the organisational requirements evolve.

4. Systems and office

- 4.1 Review, upgrade and consolidation of association systems used to deliver services. Engagement with AAMT to seek national outcomes where possible.

Success indicators: Association software management systems and IT infrastructure is maintained and managed effectively to ensure maximum value and efficiency for staff and the organisation's operations.