



MATHS ACTIVE TEACHER RUBRIC

TEACHER INFORMATION

Name:	Today's date
School:	Year levels:

CRITERIA POINT

	Yes	No
Is a current individual member of the Mathematical Association of Victoria		
Is a current school member of the Mathematical Association of Victoria		

1. ACTIVELY ENGAGES IN TARGETED MATHEMATICS PROFESSIONAL LEARNING	Highly evident	Evident	Not evident	Comment
Actively takes part in in-school professional development				
Actively attends and/or presents at mathematics conferences, conventions or workshops such as MAVCON, Melbourne Mathematics Conference, or webinars				Examples:
Reads MAV mathematical journals such as <i>Vinculum</i> , <i>Prime Number</i> , <i>Common Denominator</i>				
Is involved in mathematics professional learning with a team of like schools (CoP Community of Practice or local networks)				Examples:
Mentors other teachers in effective mathematics teaching in alignment with the school				
Participates in mathematics coaching, learning walks or similar				Examples:

2. HAS APPROPRIATE STRUCTURES IN PLACE TO MAXIMISE THE LEARNING AND TEACHING OF MATHEMATICS	Highly evident	Evident	Not evident	Comment
Is part of an active numeracy/mathematics professional learning team				What does the team consist of:
Teaches mathematics for at least 5 hours per week				Describe:
Uses MAV resources (or other) in school support resources to enhance teaching practices				
Is clear about the mathematics goals for the whole school/ education setting				

3. PROMOTES EFFECTIVE LEARNING AND TEACHING PRACTICES IN MATHEMATICS	Highly evident	Evident	Not evident	Comment
Differentiates teaching to meet learning needs of all students E.g. Enabling and extending prompts, tiered application				Examples:
Structures daily mathematics lessons in line with latest evidence informed research pertinent to the context of the school				
Uses concrete materials to teach mathematics at all levels and applies a CRA approach consistently				Examples:
Uses a variety of tools to engage students in mathematics including investigations, picture books, images, and videos.				Examples:
Endeavors to integrate mathematics across other curriculum areas such as geography, history etc.				
Uses Victorian Curriculum 2.0, Victorian Department of Education resources, Australian Curriculum V9, and AAMT resources to inform planning				

4. USES ASSESSMENT TO INFORM TEACHER PRACTICE AND ENHANCE STUDENT LEARNING OUTCOMES	Highly evident	Evident	Not evident	Comment
Uses a range of diagnostic assessment tasks (e.g. Mathematics Online Interview, Assessment for Common Misunderstandings, Fractions and Decimal Online Interview, Scaffolding Numeracy in the Middle Years, Digital Assessment Library)				
Uses other assessment types e.g. on demand, PAT Maths, NAPLAN				
Uses rich assessment tasks such as Middle Years Maths Challenges, Challenging Tasks, Open Ended Tasks, Open Middle Tasks and Mathematical Modelling tasks				
Uses assessment data to inform planning teaching and improve learning				Describe how:
Models and invites students to participate in self and peer assessments				Examples:

5. PROMOTES STUDENT FOCUSED MATHEMATICAL ACTIVITIES AND ENRICHMENT	Highly evident	Evident	Not evident	Comment
Runs a mathematical investigation and (optionally) enters the best investigations into the state level MAV Mathematics Talent Quest				
Organises and/or participates in MAV mathematical games days				
Organises mathematical based activities (for example maths dress up day, Maths Week, maths activity days, pi day, Maths Olympics)				
Runs a maths focus club (or similar) during school time				Examples:

6. ACTIVELY DEMONSTRATES A COMMITMENT TO VALUING MATHEMATICS IN SOCIETY	Highly evident	Evident	Not evident	Comment
Demonstrates initiative by creating innovative maths experiences in the real world (e.g., fostering positive dialogue around numeracy and financial literacy)				
Regularly has mathematics content in school newsletter, school website or social media				
Promotes mathematics by contributing to displays in classrooms, around the school or on school websites				
Organises or assists with regular/annual family mathematics events				
Engages with the local community through excursions/ incursions E.g. Financial mathematics incursions, engagement with museums or Parliament with a focus on mathematics				Examples:

ENDORSEMENT			
Applicant	Name:	Signature:	Date:
Principal	Name:	Signature:	Date: