THE MATHEMATICAL ASSOCIATION OF VICTORIA

MATHS ACTIVE ACCREDITATION

MATHS ACTIVE SCHOOL SECONDARY RUBRIC

1. ACTIVELY SUPPORTS THE MATHEMATICS EDUCATION PROFESSION	Yes	No
The school is a current member of the Mathematical Association of Victoria		

2. ACTIVELY SUPPORTS TARGETED MATHEMATICS PROFESSIONAL LEARNING FOR ALL STAFF	Highly evident	Evident	Not evident	Comment
Organises in-school mathematics professional development for all staff (including teachers, specialist teachers and educational support staff)				
Actively attends and/or presents at mathematics conferences, conventions or workshops such as MAVCON, Melbourne Mathematics Conference, or other professional learning opportunities				Examples:
Has mathematics as a key focus in Strategic Plan/Annual Implementation Plan (or similar document)				Record your goal:
Is involved in mathematics professional learning with a team of like schools (CoP Community of Practice or local networks)				
Has mentoring for graduate teachers				
Encourages teachers to submit mathematics articles for publication to *Vinculum* and/or *Common Denominator*				
Supports are in place for Out of Field teachers such as enrolment in the Build Me Up Course through MAV				
Participates and promote a culture of coaching, learning walks or similar				Examples:

3. HAS APPROPRIATE SCHOOL STRUCTURES IN PLACE TO MAXIMISE THE LEARNING AND TEACHING OF MATHEMATICS	Highly evident	Evident	Not evident	Comment
Has an active numeracy/mathematics professional learning team				Who does it consist of:
Regularly reviews the mathematical support resources available in school and updates as required				Describe:
Has an effective whole school numeracy plan and aligns to the VTLM 2.0, Vision for Instruction or similar sector framework.				
Has an effective whole school assessment schedule and plan				Describe how the data is used at your school and share examples of assessments used:

4. PROMOTES EFFECTIVE LEARNING AND TEACHING PRACTICES IN MATHEMATICS	Highly evident	Evident	Not evident	Comment
Differentiates teaching to meet learning needs of all students				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				Examples:
Uses a variety of tools to engage students in mathematics including investigations, images, animations, video and technology.				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				

5. USES ASSESSMENT TO INFORM TEACHER PRACTICE TO 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, Factions 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				Examples:
Uses assessment data to inform planning teaching and improve learning				Describe how:
Models and invites students to participate in self and peer assessments				Examples:

6. PROMOTES STUDENT FOCUSSED MATHEMATICAL ACTIVITIES AND ENRICHMENT	Highly evident	Evident	Not evident	Comment
Runs a mathematical investigation for all year levels and (optionally) enters the best investigations into the state level MAV Mathematics Talent Quest				
Enters mathematics competitions (for example Australian Mathematics Competitions, APSMO, School Mathematics Competition, University of Melbourne etc)				
Organises and/or participates in MAV mathematical games days				
Has programs that cater for diverse learning needs				Examples:

7. ACTIVELY DEMONSTRATES A COMMITMENT TO VALUING MATHEMATICS IN SOCIETY BY INCLUDING PARENTS AND THE SCHOOL COMMUNITY	Highly evident	Evident	Not evident	Comment
Supports parents to make connections with mathematics in the real world (e.g., fostering positive dialogue around numeracy and financial literacy)				
Regularly has mathematics content in school newsletter, school website, social media or similar				
Promotes mathematics by placing displays in classrooms, around the school, on school websites, social media				
Runs sessions/and or provides resources that explain the teaching and reporting of mathematics to parents				
Engages with the local community through excursions/ incursions				Examples: