

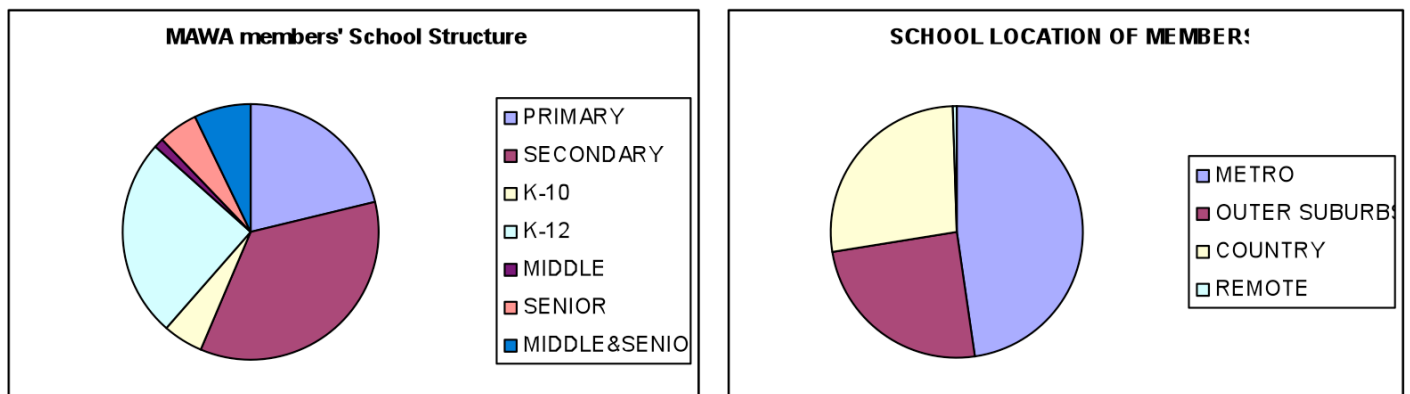
# MAWA Census 2007

In 2006, the MAWA committee decided it would implement a census for members so that MAWA could better serve its members. A sub committee was formed, and the census was developed and distributed to all members. This report is an analysis and breakdown of the data obtained and some of the feedback comments.

## BACKGROUND

We had 207 respondents to the census of which only 5% were non members. Of the 178 respondents who are currently holding a mathematics education position, 96% of these were either classroom teachers or HOLA's in a classroom environment.

Many of our members are long term members who have renewed their memberships and the majority of members were generally happy with the services provided by MAWA.

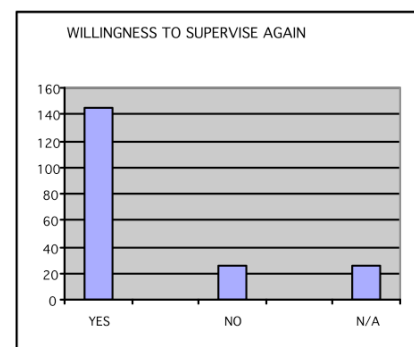


## TEACHER TRAINING

Results from our questions on supervising practicum students had a range of comments from various teachers. Some teachers had had very positive experiences with comments about "students bring a fresh approach to teaching". It was suggested that support from HOLA's for first year out teachers should be available. HOLA's need to further help mentor and supervise and practicum students should also be exposed to a wider range of classroom experiences; including demonstration lessons, team teaching and individual tutoring.

Some negative experiences have also occurred in supervising trainee teachers and this has left some teachers wishing not to supervise in the future or to limit the length of the training period. Some respondents felt that it had caused a disruption to their students. It is the writer's opinion that this could be improved by permitting team teaching within the teaching practice.

Country teachers and SIDE have had limited access to practicing teachers, yet desire to see some coming to their doors. Increasing the pay for supervisors was also suggested as a way to increase the number of supervising teachers.



## PROFESSIONAL DEVELOPMENT

The census asked MAWA members to comment on the professional development that they had attended in the past and how implementation and content could be improved.

<i>PD TYPE</i>	Very useful		Not useful	
	1	2	3	4
<b>Secondary Convention</b>	55%	35%	10%	0
<b>Primary Convention</b>	71%	24%	2.5%	2.5%
<b>State Conference</b>	52%	42%	6%	0
<b>Calculator Workshops</b>	45%	48%	4%	3%
<b>Secondary Afternoon Workshops</b>	58%	18%	22%	2%
<b>Primary Afternoon Workshops</b>	29%	43%	14%	14%
<b>MAWA goes Country</b>	61%	22%	11%	6%
<b>Murdoch</b>	18%	48%	34%	0

In general members were happy with the PD implemented by MAWA. Comments included “doing a great job already” and “Light years ahead of CC”.

Respondents commented repeatedly about the availability of time, workload and the availability of money for teachers from schools to attend PD. It was suggested that vacation or weekends would suit members in the country better and would enable them to attend city venues. It was also requested that if possible MAWA could negotiate so that PD could be used for trade off. Country members have also requested that country locations should be rotated (a weekend over five years). With the speed of the current broadband services, MAWA needs to look at creating more online PD – metropolitan PD, on line web based training.

What is it that members want PD on? Many suggestions have come forward

- Courses of Study
- Technology
  - Smart board applications
  - CAS calculators
  - Calculators
- Shared resource days
- Gifted and Talented
- Students at educational risk
- Moderation, levelling and recording data
- Multi levelled classrooms in primary schools catering for GAT and SAER students in the same room.
- Innovative techniques
- Writing open – ended tasks {seems an important topic with COS where working mathematically is embedded}

## PUBLICATIONS

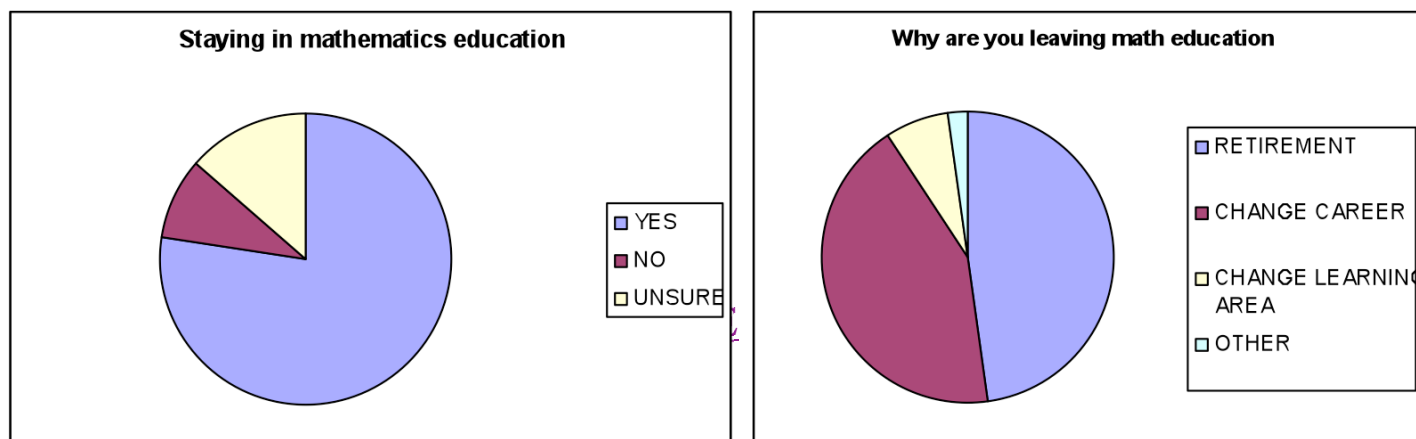
Members were also asked what publications were helpful and suggestions for future publications.

Publication	Very useful		Not useful	
	1	2	3	4
<b>Modelling</b>	44%	34%	21%	1%
<b>Calculus</b>	21%	48%	24%	7%
<b>Applicable</b>	32%	49%	16%	3%
<b>MIP</b>	44%	40%	15%	1%
<b>IC</b>	31%	49%	18%	2%
<b>TEE exams</b>	87%	17%	0	0
<b>Calculator</b>	41%	44%	14%	1%
<b>Working Mathematically</b>	41%	39%	17%	3%
<b>Progress Maps</b>	29%	41%	25%	5%
<b>Maths for Living</b>	31%	49%	20%	0
<b>Calendar Capers</b>	20%	45%	35%	0
<b>40 Math Inv</b>	28%	50%	21%	1%
<b>50 Math projects</b>	20%	44%	31%	5%
<b>100 Math problems</b>	29%	48%	23%	0
<b>Math Math World</b>	31%	51%	18%	0
<b>Using SOS</b>	14%	32%	41%	13%
<b>Misc in Algebra</b>	13%	41%	37%	9%
<b>Cross Section</b>	20%	51%	27%	2%

Future publications suggestions:

- CAS calculators
- Working mathematically series needs to be updated
- A whole school focus on mathematics “a school’s experience”
- Lower school texts
- Courses of Study
- Have Sum Fun
- Assessment tasks - open ended multi level classes
  - EPWs
  - Test question bank at particular levels
- A basic resource for beginning teachers
- Generalist teachers publications

## How many respondents are staying in mathematics education?



The next part of the census was in relation to the confidence of teachers in specific areas of professional practice. The purpose of this was so that we could see what MAWA members needed in regards to professional development.

Respondents were very confident with their algebra skills, the small number of teachers who were not at ease with algebra are primary teachers and would not be using it on a daily basis.

Technology issues arose, with most teachers at ease in using technology to get resources and ideas for activities to use in the classroom but not confident enough to use technology in the classroom. CAS calculators were seen as an area that very few were ready to handle and a lot of PD needs to be given in this area with the new Year 11 and 12 courses using them.

Classroom management was a strong point among our MAWA members however there was significant results in the teaching of students with special needs, cross curricular and multi-level classes.

	<b>Very High</b>	<b>High</b>	<b>Low</b>	<b>Not confident</b>
<b>Working mathematically</b>	82	85	21	4
<b>Assessment</b>	82	90	12	9
<b>Cross curricular</b>	40	81	47	18
<b>Algebra Skills</b>	124	35	18	6
<b>Finding resources</b>	84	89	17	2
<b>Engaging students</b>	73	102	13	2
<b>CAS</b>	18	38	34	75
<b>Graphics</b>	74	56	14	31
<b>Other calculators</b>	118	54	13	2
<b>Classroom management</b>	117	69	7	2
<b>Relating to real world</b>	81	95	15	0
<b>Gifted &amp; Talented</b>	50	96	39	6
<b>Special Needs</b>	30	67	69	28
<b>Multi-level classes</b>	31	84	57	22
<b>ICT for preparation</b>	59	71	31	24
<b>ICT in classroom</b>	40	77	45	24
<b>Math background</b>	104	69	15	2
<b>Open ended tasks</b>	54	102	35	2

In summary, there was a lot of support for MAWA and the job it does in supporting the maths education profession. It was recognised that “MAWA’s involvement in math education is one of the reasons that we aren’t having a sub-standard COS pushed upon us”. MAWA needs to be vocal representatives on policy for education.

In reading all of the surveys it was clear that country members were doing it tough and online resources and PD would go a long way in helping country members. This also supports those who may be on maternity leave, interstate etc and want to stay up to date with current practice.

More support is necessary to help those who are managing multi level classes, teaching the gifted and special need students. In one case there was a first year out teacher who was teaching mathematics to a class of years 4 – 7 at the same time and could find very little resources to help do this.

Mathematic educators would like more support in the form of publications that support lower achieving students and support for teachers that is clear and precise. Members want to workshop with others and simply sit down and do some sharing of resources and discuss assessments.

If you would like to present PD or help with publications on any of the above please contact the MAWA office and we will be in touch. MAWA is a professional body and it is the sum of us ( $\Sigma$ ) that ensures quality publications and professional development is produced.

Furthermore, this analysis is limited due to time resources allocated to MAWA through it's volunteers. Further more detailed analysis has begun and any member who would like to help in the processing of this data or would like to do their own research from the census, please contact the MAWA office.