



Mathematical Association of Western Australia's 2019 Member Survey

In order for MAWA to improve our services for members and the wider mathematics community, along with helping us plan for 2019 and beyond we conducted a membership survey that was well received with over 92 respondents. 90% of the participants were completing the survey on behalf of themselves and 10% were completing it on behalf of their school. Of these participants 47% accessed the survey through the email invitation, 49% via a Facebook link, and each of the mediums of twitter, Instagram and forwarded on from a colleague made up 1% of respondents respectively. This would indicate that our social media presence through Facebook is both productive and a good way to access teachers and the public at large.

Of these 92 participants 52% responded that they were not currently a MAWA individual member, 16% were individual members, 24% institutional and the remaining 8% were student members. The fact that they had taken the time to respond to the survey would indicate a genuine interest in Mathematics education and from the perspective of MAWA we should invest ways to improve our MAWA members benefit to encourage teachers to become either institutional or individual members. 47% also responded that their workplace was an institutional member leaving 53% responding that their institution was not a MAWA member.

Some of the reasons given for potentially attracting membership were;

"Discounted PL, newsletters, evidence based resources, more events in the Rockingham area"

"knowing about membership fees, benefits, etc as not easy to know on the website as not a big push for teachers to be members"

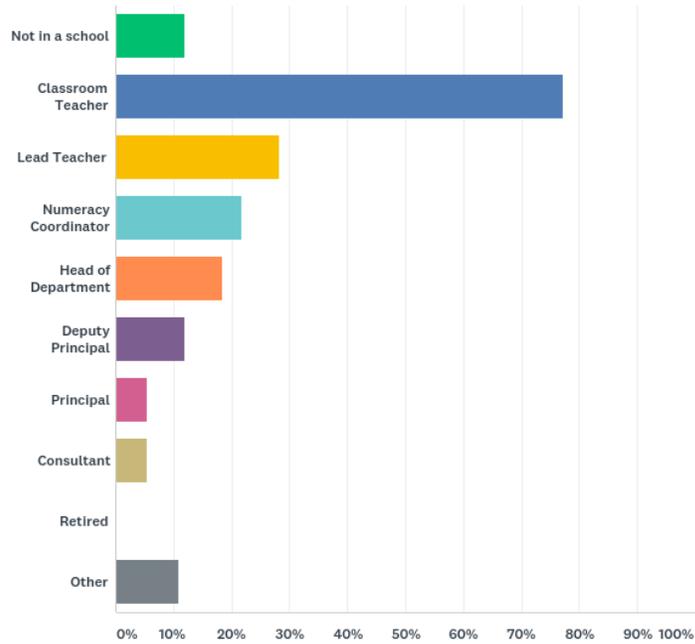
"I'm not too sure on what it is exactly you provide. Do you cater towards upper primary too?"

"At the moment I don't understand my benefits in membership."

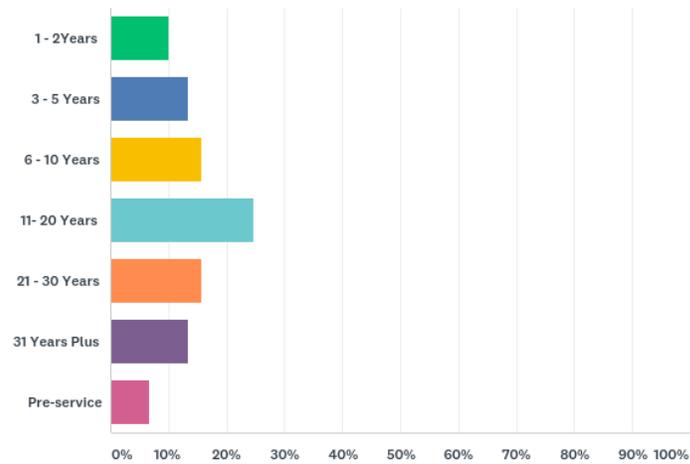
All feedback on this question will be collated and passed on to the memberships community to review.

The following charts provide some insight into the teaching backgrounds of participants.

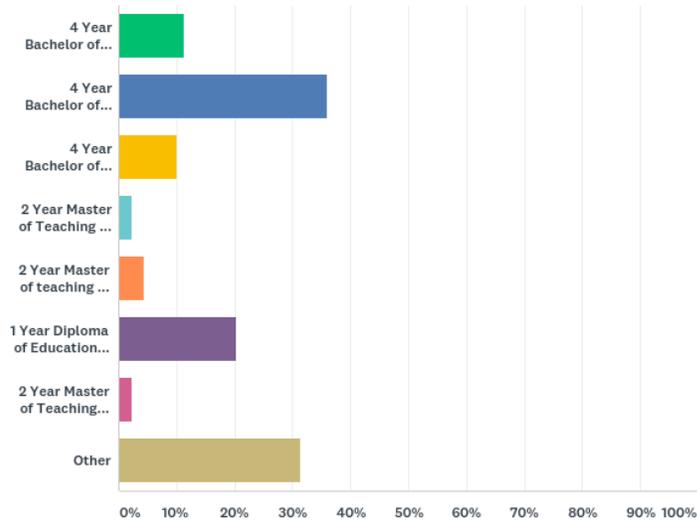
Q7 What roles do you or have you had in schools?



Q9 How many years have you been teaching mathematics for?

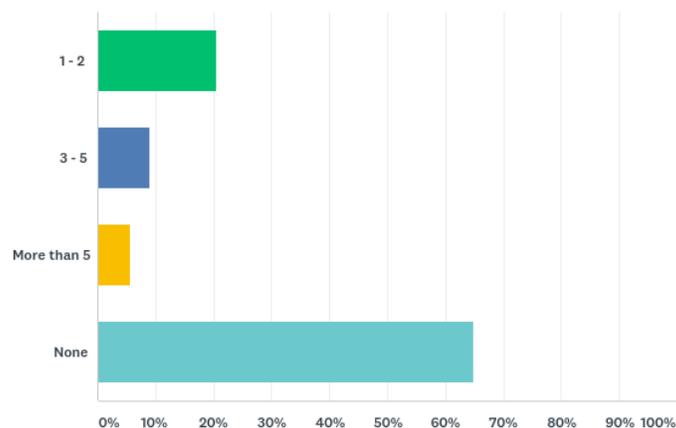


Q10 What teaching qualifications do you have or will you have when you finish your study?
Checkall those that apply.



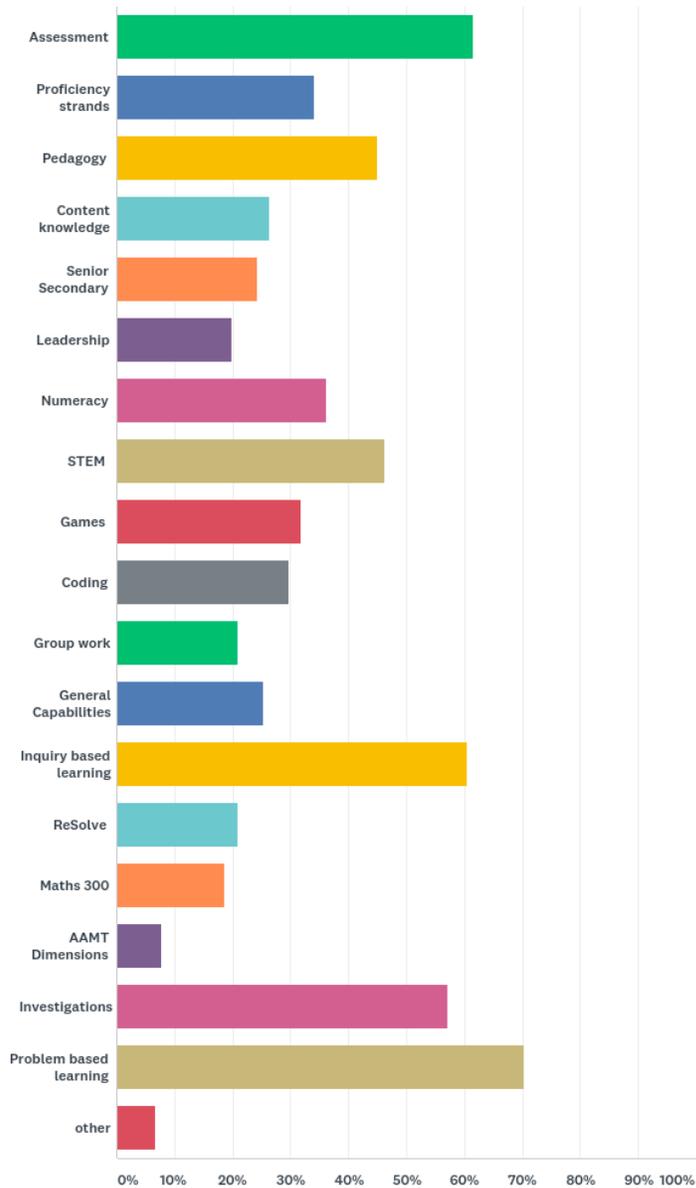
Nationally there is growing concern around the issue of “Out of Field” teachers and the need for supporting them in delivering the Mathematics curriculum. Question 14 was designed to ascertain from the participant sample whether their departments had teachers delivering mathematics education “Out of Field”. 20% responded up to 2 teachers were teaching out of field, 8% up to 5 and 5 % more than 5 teachers in their department were teaching mathematics “Out of Field”.

Q14 Are you, or anyone else at your school, teaching any mathematics classes ‘out of your/their initial field of training? If yes, please state how many out of field teachers are teaching mathematics in your school.



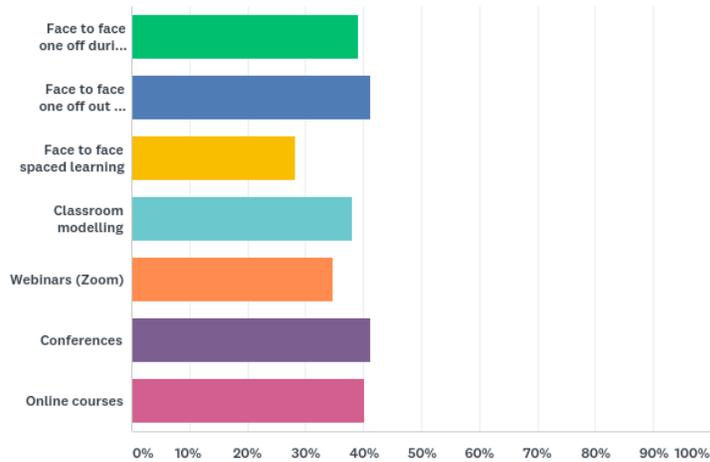
On the subject of Professional learning, participants were asked what topics would like to see MAWA delivering PL. Assessment, inquiry based teaching and problem based teaching were the most popular choices.

Q13 What topics would you like MAWA to present professional learning in? Choose as many topics as you like.



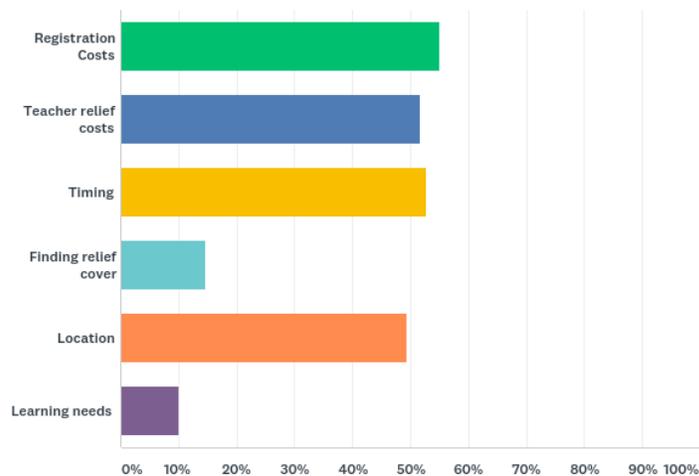
Participants were also asked about the preferred delivery modes for PL. Face to Face one off workshops appeared the most popular along with online courses and conferences.

Q16 What is your preferred method of professional learning delivery?



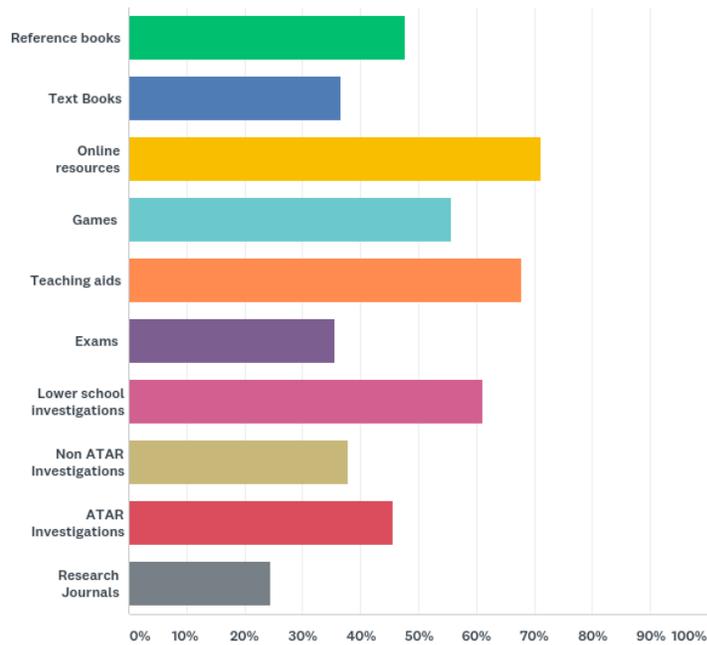
Interestingly 68% of respondents stated that they paid for their own professional learning. When asked what the barriers to them were for participating in professional learning the response was;

Q18 Are there any barriers to you attending professional learning? Check whichever apply.



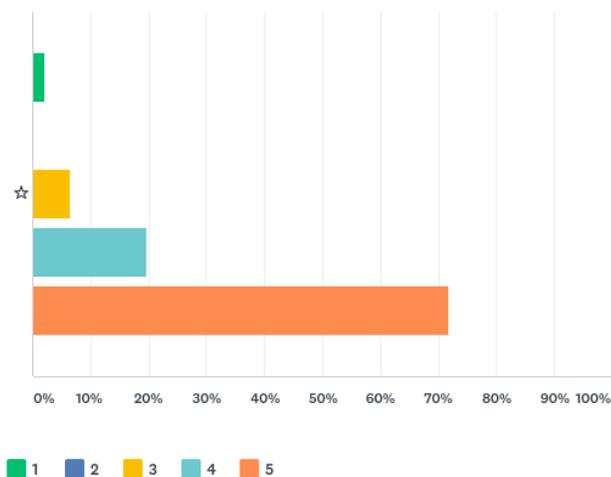
Respondents were also asked about the resources MAWA should provide through their shop. Online resources, teaching aids and junior school investigations received over a 60% response.

Q19 What resources, if any, do you think MAWA should offer to sell? Check as many as youlike.



Only 37% of respondents had engaged with the MAWA office over the past 12 months. Those that responded yes were asked to rate their experience from 1 meaning not satisfied to 5 being highly satisfied and the following results were received;

Q24 If you answered yes to the previous question, how would you rate the service? (1 Not Satisfied - 5 Very Satisfied)



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In the final question we asked for some feedback on how MAWA can better support its members and the wider community, here are a few samples of the responses we received;

There seems to be a strong skew towards secondary maths learning in the PL offerings. As an ECE specialist there is rarely anything relevant to my needs.

Improve pedagogical content knowledge of WA mathematics teachers and provide them with quality resources for rich student learning

Need more regional PD workshops and need to offer the regional teachers some kind of financial aid to attend conferences in Perth, like the English society is doing.

Greater recognition of mathematics education enthusiasts not working in schools.

Teachers are quite time poor - just make sure everything is easy to access:)

More support for Math teachers with resources and collaboration; spearhead a network of Math Teachers and database of resources applicable in school context. Bite size workshop for teachers besides conference for professional development. Webinar is a start.

very helpful staff answered questions by phone and provided advice on finding math tutor. I also enjoyed info sessions helping parents with advising students about ATAR math selection - it left a big impression and my son is now in Math Specialist and Methods, thanks to the encouragement from MAWA about doing these subjects in high school.

There is a desperate need to enable teachers in remote and regional areas to have the same access to PL as those blessed with working in the metropolitan area. After school sessions are time and cost prohibitive for these teachers unless they are delivered via SWIVEL and ZOOM. We need to get into the technological era for both our teachers sake and for our disadvantaged students.

More networking sessions from MAWA, also a forum where we can discuss our teaching practices

On behalf of MAWA I would like to thank all of those that took the time to complete the survey as it is a valuable way for us to improve what we do and provides us with some insight into what is happening in the profession across WA.

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