

## MAWA Member Survey 2018

This summary report provides the findings from our 2018 Member survey. Participants were engaged through email invitation to MAWA members, social media requests and via a notice on our website. We received 172 responses and the findings are as follows;

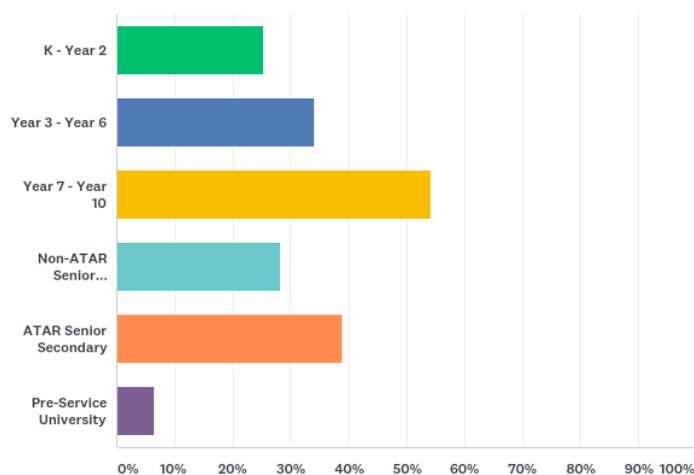
### Membership

The initial question asked if the survey participants were individual members of MAWA. Of the 172 responses, 72% responded that they weren't individual members of MAWA and 28% responded they were an individual MAWA member. When asked if their institution held a MAWA institutional membership, 54% responded yes and 46% responded no. Given that survey participants were recruited through social media, it is crucial for MAWA to encourage more of our social media following to become financial members of the association.

### Teaching Backgrounds

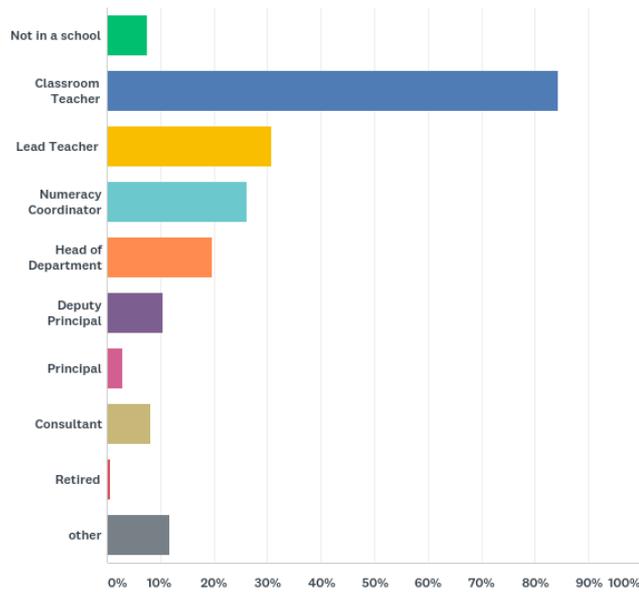
Questions 3 – 7 targeted the teaching backgrounds of respondents.

Q3 What year levels do you teach?



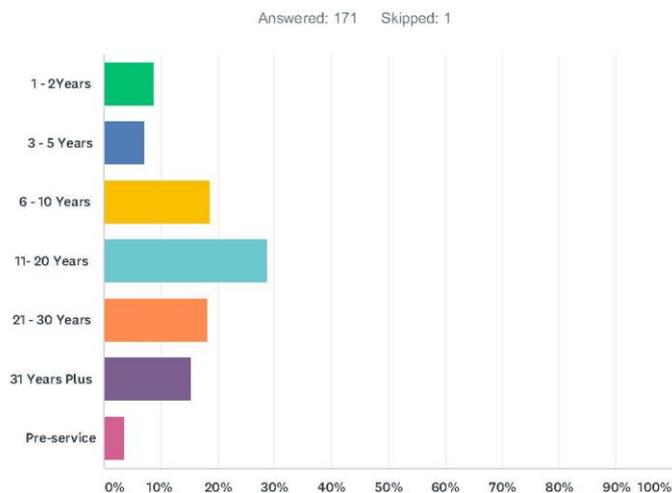
The responses to question 3, “What year levels do you teach?” would indicate that teachers are teaching across the primary and secondary years. 25% of respondents were teaching the K-Year 2 early years which is encouraging that our MAWA reach is now tapping into this area of education. We need to ensure that we are providing professional learning opportunities for teachers of children in the early years.

#### Q4 What roles do you or have you had in schools?



84% of respondents were classroom teachers with only 10% Deputy principals and 3% school principals. MAWA could also benefit from improving our reach into school administration by providing leadership, professional learning and forums to assist in policy making and school management of mathematics learning programs etc.

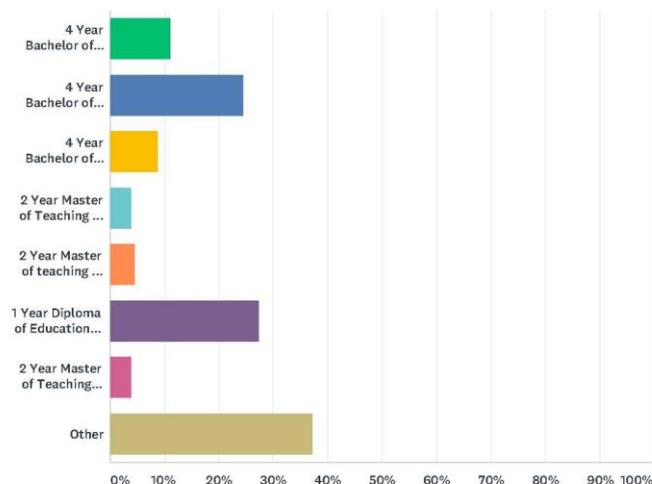
#### Q6 How many years have you been teaching mathematics for?



Question 6 asked the number of years' experience teaching mathematics. Less than 16% responded between 1 and 5 years. This would indicate that MAWA needs to provide more support for early career mathematics teachers

Q7 What teaching qualifications do you have or will you have when you finish your study? Check all those that apply.

Answered: 172 Skipped: 0



Only 11% of respondents had completed a 4-year Bachelor of Education in Mathematics and 24% had completed a Bachelor of Education in Primary. 27% had completed a 1-year diploma in secondary mathematics teaching and, more interestingly, 37% of respondents hadn't completed any of the Mathematics education degree/diploma options. Question 10 asked "Are you, or anyone else at your school, teaching any mathematics classes 'out of your /their initial field of training'?" 50% of the respondents replied that they or their colleagues were teaching out of field. 4% responded that more than 5 of the teachers in their staffroom were teaching mathematics out of field. 13% had between 3 and 5 staff and 31% had at least 1 teacher out of field.

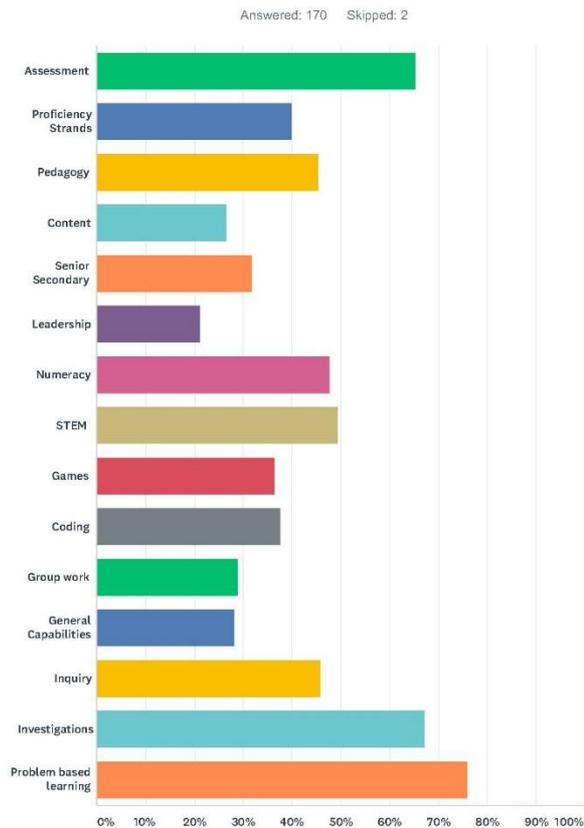
### MAWA Events and Activities

Questions 8 -17 were aimed at providing MAWA with some valuable feedback on the professional learning, activities and events that we run to enable us to better provide services to our members. When asked where respondents would be prepared to travel for MAWA events, 92% responded Perth metro. The next most popular regions were all in the South with 30% in the Peel region, 21% greater South and 23% in the South West.

Interestingly, all regions were represented as well as 10% overseas.

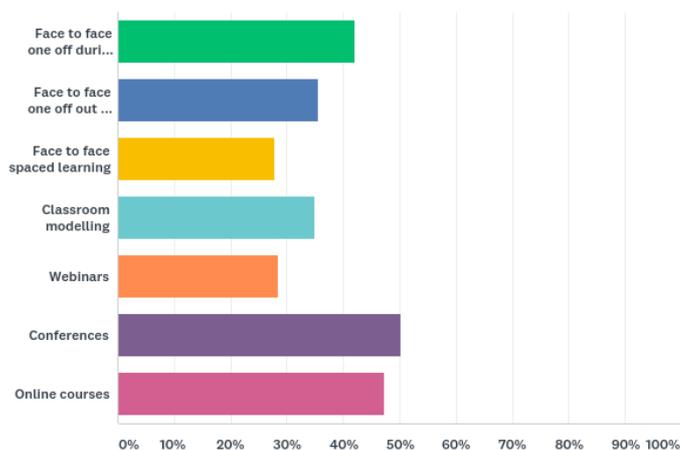
The questions relating to professional learning provided some valuable insight to the MAWA Professional learning team. 73% of respondents said that their school funds some of their professional learning and 60% said that they also self fund.

Q9 What topics would you like MAWA to present professional learning in? Choose as many topics as you like.



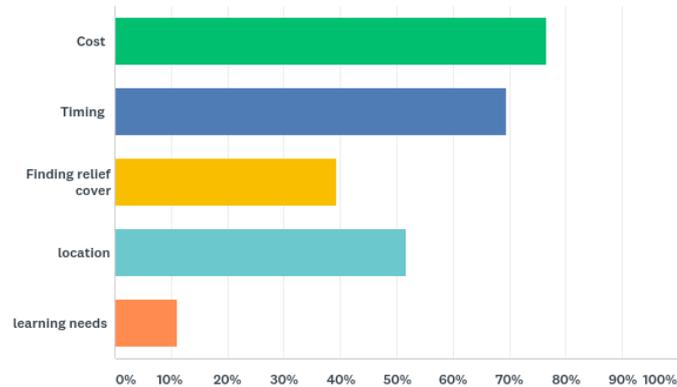
Question 9 provided some valuable direction on what areas we should be covering in our professional learning sessions. Questions 11 and 12 concerned methods of support for out of field and regional and remote teachers. Both questions resulted in over 78% recommending MAWA should provide targeted professional learning. Nearly 70% agreed that mentoring would be useful and resources and consultancy were extremely popular. Question 13 had over 50% of respondents supporting conferences as a preferred professional learning delivery model, closely followed by online delivery and face-to-face.

Q13 What is your preferred method of professional learning delivery?

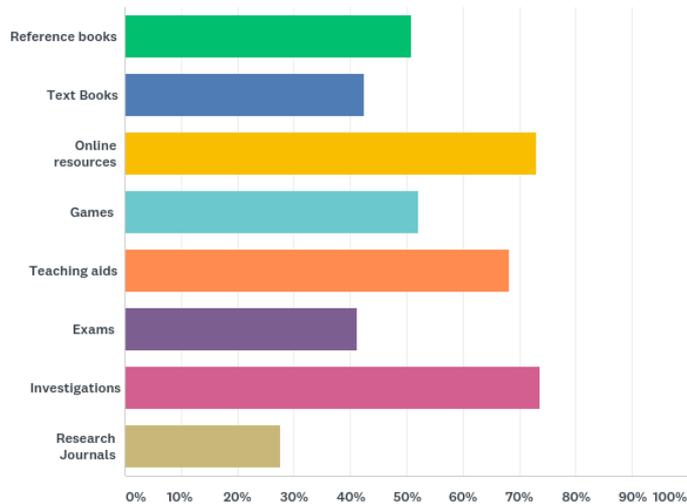


Question 15 highlighted some of the barriers to attending professional learning, and taking this on board, MAWA may need to review its professional learning costs and provide more of a discount to financial individual members.

Q15 Are there any barriers to you attending professional learning? Check whichever apply.

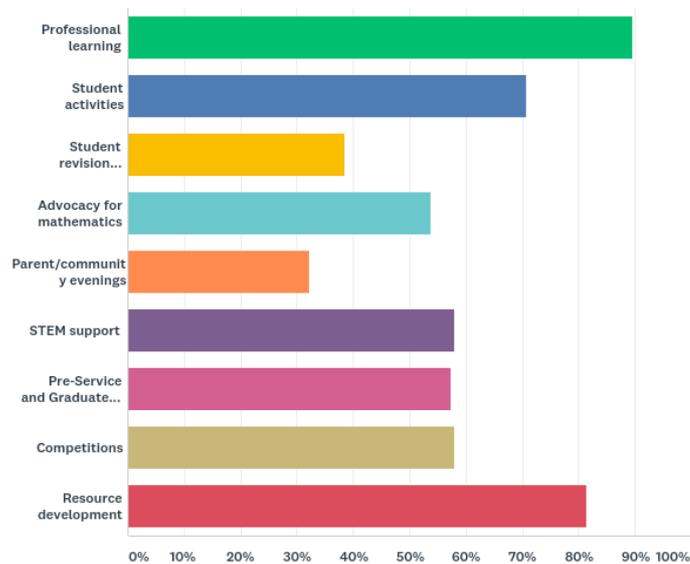


Q16 What resources, if any, do you think MAWA should offer to sell? Check as many as youlike.



Online resources and investigations along with teaching aids and games were all popular responses to what MAWA should offer through our store, with over 73% of respondents supporting MAWA developing investigations and online resources, and 68% wanting teaching aids. Question 17 asked what services MAWA should provide and nearly 90% of respondents selected professional learning, over 80% said resources, and 70% said student activities which supports our current model for service development.

Q17 What services would you like to see MAWA provide? Check as many as you like.



Question 18 asked respondents if they were aware that they could become a MAWA sub-committee member and attend both virtually and face-to-face. 73% responded no. This indicates that MAWA needs to communicate this better to our members, especially given the opportunity to extend our reach into regional and remote areas and also allow members to provide input to our association. The results of question 19 concerning the engagement with the MAWA office provided some future direction for our membership and promotion team with nearly 60% responding no to having engaged with the MAWA office over the past 12 months. The final set of questions have provided the office and MAWA committee with valuable responses on how we can better support our members and provide the service that we aim to deliver.

Thank you to everyone who completed the survey and congratulations to the winners of our 12 month individual membership. All survey responders who supplied their email address were entered into the draw to win a 12 month MAWA membership. This entitles them to savings in our online store, discounted attendance to conferences and professional learning workshops and access to our members-only section of the MAWA website. MAWA will be analysing all responses to the survey and it will guide us in our future planning, allowing us to better support our members and advocate for mathematics education in WA.