

MEMBER INTEREST COMMUNITIES (MICs) – Leads Wanted

The Association for Mathematics in Education (AMiE) is committed to fostering a vibrant, inclusive, and representative mathematics education community. To support this aim, our Membership Interest Communities (MICs) are designed to bring together individuals with shared interests, experience, and expertise in particular areas of mathematics education.

What are MICs?

MICs exist to provide a structured forum for members who wish to collaborate, share knowledge, and contribute to the development of mathematics education within a particular specialist area. These groups will help shape and inform AMiE's work by offering input, structure, and resources, ensuring that all parts of the mathematics education community are supported and have a voice and a home within the association.

MICs will be responsive to the evolving needs and interests of their members and the broader mathematics education community. The activities and responsibilities of MICs may include, but are not limited to:

- Providing informed responses and submissions on behalf of members to relevant consultations and policy discussions within their areas of interest.
- Advising on and informing the programme of activities and member benefits offered by AMiE, ensuring relevance and value to members and the wider sector.
- Supporting the development and delivery of Continuing Professional Development (CPD) programmes, including the planning and organisation of events.
- Contributing to the creation and curation of resources that benefit members and advance the aims of AMiE.
- Facilitating opportunities for networking, collaboration, and knowledge exchange among members with shared interests.
- Ensuring that the interests and needs of their specialist communities are represented and heard within the governance and strategic direction of AMiE.

MICs may undertake additional activities as determined by the evolving interests and priorities of their members and the wider mathematics education community. The intention is that they form the core of AMiE ensuring that the association always remains connected to the varying needs of our members.

Membership of each MIC is open to all AMiE members who have an interest, experience, or expertise in the relevant area of mathematics education. Each MIC will have representation on the central governance committees (Policy & Advocacy, Publications, Challenges & Engagement Initiatives, Membership, Professional Development, External Relations). This means that when a MIC has ideas or initiatives they would like to explore, such as new CPD programmes, publications or articles, initiatives, or policy positions - they then work through the relevant committee to make things happen.

MICs Leads

We are now looking for people to be involved in leading these Member Interest Communities (MICs). As part of the leadership of a MIC, you will, with an allocated AMiE Trustee and the central staff team, setup appropriate structures for that specific MIC, and ensure effective communication about the activities of the MIC among members. Minutes of each MIC meeting will be taken and shared with the group and with the AMiE board to ensure effective support and continuity.

 We will advise on how your group should run, but we want you to have the confidence to make it your own and really make it a successful asset for all AMiE members.

MICs Groups Aims

The initial MICs have been designed to ensure all members feel they have a natural home to explore and promote their particular interest within mathematics education. However, we also recognise that the needs of our members will evolve over time and so new MICs may appear in the future.

The following are designed to be initial descriptors of the MICs, although the intention is that those involved in leading these groups will work with interested parties to develop more detailed terms of reference.

- **Primary & Early Years Community**

Supporting educators in the early stages of mathematical learning and development. Focuses on supporting educators in the primary education sector, providing guidance on curriculum and pedagogy. Bringing new research, insight and reports to the forefront, to work with the core committees to ensure high quality content for journals and magazines, quality primary content for CPD and events.

- **Secondary Community**

Focusing on issues around curriculum, pedagogy, and assessment at secondary level. Responding to challenges such as curriculum reform and assessment reviews.

- **Post-16 (Level 3) Education Community**

Supporting teachers of A-level, Core Maths, and other advanced mathematics pathways and educators delivering level 3 qualifications ensuring effective teaching strategies for mathematics at all levels.

- **FE & Lifelong Learning Community**

Exploring the needs of educators and learners within further and adult education, and ensuring mathematics for all remains a priority

- **Learners & Learning Community**

Exploring learner-centred, creative, and inclusive approaches to mathematics teaching. Focusing on the experience of learners across all phases of mathematics education, promoting approaches that foster curiosity, creativity, and deep understanding. This group will support educators in developing inclusive, learner-centred practices, encouraging collaboration, exploration, and reflection to ensure that all learners can engage meaningfully with mathematics.

- **Inclusion Community**

Supporting effective mathematical learning for all students recognising systemic barriers to achievement that have historically affected those with characteristics such as gender, socio-economic status, ethnicity, special educational needs and disabilities (SEND). Supporting educators with developing mathematical strategies to support mathematical learning.

- **Initial Teacher Education Community**

Connecting those involved in teaching and mentoring new mathematics teachers. Focusing on the development and support of student teachers, ensuring they are well-equipped to teach mathematics at appropriate levels.

- **Professional Development Providers Community**

Bringing together individuals and organisations who deliver CPD in mathematics education. Focus will be on the development and support of professional development providers, ensuring they are well-equipped to support the teaching of mathematics wherever they are engaged in the sector.

- **Technology for Learning Community**

Exploring the role of digital tools and emerging technologies and the part they play in the teaching and learning mathematics across all phases.

If you are interested in being involved in the leadership of any of the MICs, please share your interest by **Friday 13th March 2026**.

Expressions of interest should be submitted via the Google Form by scanning the QR code, outlining your interest in the role and any relevant background information in a maximum of 700 words. Those involved in leading the MICs will be invited to attend the upcoming member day on **Saturday 11th April** in London to share interest and recruit members to the groups.

