

13th Annual Conference for Leaders in Primary and Secondary Mathematics

Wednesday, 2nd December, 2009 (9am – 3.30pm)

To Register

Please fill in and copy the accompanying form (which serves as a Tax Invoice) and send to Rose Knight at Australian Catholic University, MTLIC, Locked Bag 4115, Fitzroy VIC 3065, with a cheque made payable to ACU National for the total amount.

Any queries please call Rose Knight on ph: (03) 9953 3277 or fax: (03) 9953 3535 or email rose.knight@acu.edu.au

ACU National, 115 Victoria Parade, Fitzroy VIC 3065
 ABN 15 050 192 660

This Registration Form will form a TAX INVOICE upon payment for the Annual Conference

School _____

School Address _____ Postcode _____

School Phone Number _____ School Fax Number _____

Email Contact _____

Special Dietary Requirements _____

Registration Fees: \$220 per person (incl. GST)
 Discount rate of \$200 (incl. GST) per person when five or more register from the one school
Please note fees are non-refundable

Cheques should be made payable to ACU National and addressed to Rose Knight

Please indicate two preferences for each staff member per session

Teacher's Name	Teacher's email address	PREFERENCES		
		Session A	Session B	Session C
		1.	1.	1.
		2.	2.	2.
		1.	1.	1.
		2.	2.	2.
		1.	1.	1.
		2.	2.	2.
		1.	1.	1.
		2.	2.	2.

This is an activity of the Australian Catholic University Mathematics Teaching and Learning Centre

All mathematics coordinators, school mathematics leaders, and classroom teachers are invited

- » High-quality presenters from Victoria, WA, NSW, QLD and New Zealand
- » Choose three sessions from a rich array of options (one per block, indicate preference below)
- » Practical ideas to take back to school, as well as insights from research and latest developments
- » Handouts, certificate of participation, lunch and morning tea provided (tea & coffee from 8.30am)
- » Handy location close to city, easy access by public transport (115 Victoria Pde, Fitzroy)
- » **Discounts** for groups of five or more from one school on the same registration form

THE PROGRAM

Registration: 8.30am

Welcome and Introductory Session: 9am – 9.30am

Doug Clarke – Three of my favourite ways to make mathematics come alive for students

Session No.	Presenter/s	Topic	Yr Level
Session A: 9.35am–10.55am			
A1	Doug Clarke	Ten great mathematics activities—one for every primary grade, and three to spare! Doug loves working in classrooms to make mathematics relevant and exciting for children. In this workshop, he will draw on 10 activities which “work”, while addressing important mathematics. He will talk about how to adapt them to other grades, and he promises lots of fun as well.	P – 6
A2	Paul Swan*	Mathemagic They say you can't teach an old dog new tricks but in this session participants will learn to perform a variety of mathematical tricks – magic tricks based on mathematics. You will be able to ‘trick’ your students into doing some interesting mathematics. The tricks all use simple materials, require a minimum of preparation, but will provide the incentive for hours of investigation. Come along, there won't be any rabbits, top hats, or glamorous assistants, but it will be a lot of fun, with some serious mathematics thrown in.	3 – 8
A3	Rosemary Irons*	Using a language approach to develop and assess operation concepts What does it look like when students demonstrate an understanding of the concepts for addition, subtraction, multiplication and division? Language and representation of the concepts will be a valuable support for the development of the operation concepts. This session will provide language stages, activities and assessment ideas to promote a thorough understanding of these challenging concepts for young children.	P – 3
A4	Vince Wright*	Fun and games This session will introduce some mathematical games that are easy to use but have real bite. We'll play the games (well, that's a given) so attendees will need to bring along a sense of competitiveness. We'll also look at how the games can be adapted for students at different levels.	3 – 7

*Indicates interstate presenter

A5	Cal Irons*	Using number puzzles to promote numerical reasoning and mental computation There are a range of number puzzles that can be used to generate interest in mathematics and promote the application of mental computation strategies. From strange tales about magic squares that date back more than 2000 years to the modern day, there are many examples of wonderful puzzles that stimulate and build reasoning powers involving number. This very hands-on session will explore a few of the curiosities that are great for the fast-finishers and those individuals that enjoy a challenge.	3 – 8
A6	Donna Gronn	See IT, Make IT, Use IT for your mathematics classroom Come to our computer lab with a USB memory stick and make a collection of files to use in your Mathematics Classroom. Use open-ended programs like Word and Excel to create practical items and activities for your students that you can use both on and off the computer.	P – 6
A7	Jill Brown	Making sense of VELS Structure in the middle years Many teachers are finding Structure hard to get their head around in the middle years. In this session, Jill will outline the key ideas in Structure, while involving participants in practical, classroom activities which help to build these big ideas.	5 – 8
A8	Derek Hurrell*	Use of literature in the mathematics classroom: Numbers are only ½ the story This session will look at how you can use specific literature to promote important mathematical ideas and how to 'mine' general literature for mathematics. Examples will encourage active involvement by all participants.	1 – 9
A9	Ann Gervasoni	Intervention programs and classroom support for children who experience difficulty learning mathematics Important research and strategies for identifying children who are vulnerable in the learning of mathematics will be shared. Key difficulties or 'barriers' in Number learning will be explored, as will teaching strategies and learning activities that can assist low-achieving children to accelerate their mathematical learning and reach key targets in understanding. An overview of Extending Mathematical Understanding (EMU) intervention program will be given, and related classroom strategies.	P – 2
Morning Tea: 11am–11.25am			
Session B: 11.30am–12.40pm			
B1	Paul Swan*	Developing number facts in an enjoyable way Students need to acquire a large number of number facts by the end of primary school, and see how to connect them, and to build from what they know to what they need to know. In this workshop, several practical approaches, activities and resources will be shared.	2 – 8
B2	Anne Roche	Decimats: A free and rich resource for helping students make sense of decimals. We will explore this model for representing decimals and discover how it helps students make sense of decimal place value and their relative size. We will play several games using decimats that can be used with students from Year 4 to Year 8.	4 – 8
B3	Vince Wright*	Algebra and generalisation (actually they are the same) This session will look at important ways to introduce algebra through generalising relationships. This will be done through a combination of patterning and learning the language of algebra. King Arthur may make an appearance if we're lucky.	3 – 7
B4	Ann Gervasoni	Intervention in Years 3-4 Following the success of the Extending Mathematical Understanding (EMU) program in the early years, Ann is now also working with teachers in Years 3-4 on ways to support the learning of children experiencing difficulty in the classroom. Powerful strategies will be shared, along with practical, helpful classroom activities for extending these children's understanding.	3 – 4
B5	Matt Sexton & Linda Makin	Ten tips for school mathematics leaders Linda and Matt will share some practical strategies for mathematics leaders and numeracy co-ordinators responsible for the leadership of Mathematics in primary schools. A number of strategies and protocols that can be used to build effective teams and support professional learning will be explored. The planning of Success Indicators will be a major focus of this workshop.	P – 6
B6	Anne Scott	Promoting high-order thinking skills Do you want to promote high order thinking skills in your teaching? Do you want to know whether or not students are using high order thinking? Which tasks provide opportunities for developing them? If you've been thinking about these questions but would like a few more tips on ways to do this then perhaps hearing about Anne's experiences and ideas will interest you.	2 – 6

B7	Rosemary Irons*	Using literature to develop number concepts to 20 Learning about number is natural and yet complex for young children. Story ideas support the development of mathematical concepts. Stories and related activities for working with different number representations (counting, quantity, ordinal and relative position) will be demonstrated and discussed. Confidence in working with number is established through flexibility of using literacy and numeracy learning experiences. The workshop will offer various number activities to support your planning of interesting, unique, motivating and appropriate learning experiences for young children.	P – 2
B6	Jill Cheeseman	Cute idea – Where's the maths? In this workshop, we will discuss issues around the use of manipulatives in the mathematics classroom. We will share our experiences and evaluate some materials. Participants are warmly encouraged to bring along teaching materials that they find useful.	P – 6
Lunch: 12.45pm – 1.25pm			
Session C: 1.30pm – 3pm			
C1	Andrea McDonough	Open-ended maths tasks: Some hints for using them successfully Increasingly teachers are realising the power of open-ended tasks in the maths classroom, as they can be used to cater for mixed abilities and to provide insights into children's understandings. In this workshop, hints will be shared about the features and range of such tasks, as well as strategies for their development and use.	P – 4
C2	Sarah Ferguson	Controlled floundering: Letting children struggle does not make you a bad teacher. Understanding that learning can be a struggle and difficult, teachers need ways to allow children to wrestle with problems and mathematics without rescuing too early. This projects high expectations and the belief that worthwhile learning is often a result of hard thinking and an initial period of confusion.	P – 6
C3	Colleen Monaghan & Michael Di Nuzzo	Strategies for mathematics leaders to support planning in primary maths Are you struggling with planning for students' genuine understanding of mathematics? If so, this workshop may assist you in developing a model to take back to your school. Michael and Colleen will work with you on identifying the key elements of effective planning, good questions to promote rich mathematical discussions during planning and ways to incorporate all of these into a user friendly mathematics planner.	P – 6
C4	Mark Hennessy	eMathematics Investigations - Software, Web 2.0 resources and electronic portfolios. Hands on computer workshop. A selection of rich mathematical investigations set in a variety of mathematically-able software and online environments will be accessible for investigation and implementation. Consider and structure innovative ways to integrate maths and ICT, not just for teaching and learning, also for informed assessment and inspiring student publishing scenarios.	P – 8
C5	Marj Horne	Seven great Space activities which engage students in important maths learning Space is sometimes a neglected topic in the maths classroom, but it can engage, excite and encourage students, as well as connecting to other important mathematics topics and life skills. Come and experience seven of the best activities which Marj has used in classrooms this year, and think about how you would adapt these for other year levels.	P – 6
C6	Linda Marshall*	Reading 'Riting and 'Rithmetic: How two "Rs" impact on the third "R" Teachers acknowledge that many children's difficulties with mathematics stem from their difficulties with literacy. This workshop looks at the early stages of a project designed to help teachers adopt some key literacy strategies to assist children learn mathematics. A small group of teachers participated in professional learning sessions designed to highlight some effective literacy practices that may be applied to improve the learning of mathematics.	3 – 6
C7	Annie Mitchell	Exploring a few key tasks from the Fraction online interview Fractions can be a difficult topic to teach and to learn in the middle years, but it doesn't have to be that way. In this workshop we will look at some of the tasks from the Fraction Online Interview, consider the many important representations and models of fractions, and examine some of the classroom activities that can help build an understanding of fractions.	5 – 8
C8	Cal Irons*	Fantastic folding feats – Developing properties of 2D shapes with metric paper The paper we use everyday has many features that can be used to explore 2D shapes, develop key geometric properties, and easily create examples of all types of symmetry and both regular and semi-regular tessellations. Students are fascinated by what they are able to do and teachers are amazed by the range of shapes that can be constructed using just a few folds. It is all far simpler and much more mathematical than Origami.	3 – 8
Closing and prizes: 3.05pm – 3.20pm			

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