

**AISWA'S ONE DAY MATHS
CONFERENCE**

MAKING THE MOST OF MATHS LESSONS: SIX KEY IDEAS

Presenters: Dr Paul Swan, Sheila Griffin & David Dunstan

**PRICING (INCLUDES MORNING TEA
& LUNCH)**

Member	\$140.00
Catholic Member	\$170.00
Non Member	\$195.00

**THURSDAY 15TH APRIL 2021,
AT AISWA 41 WALTERS DRIVE, OSBORNE
PARK WA 6017**

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Conference Program

9:00 AM	Welcome and Opening Remarks	
9:10 AM	Keynote: What is a Good Maths Lesson: Six Key Ideas	Dr Paul Swan
10:00 AM	Session 1	
	Problem Solving: Connecting the Four Proficiencies (3-8)	Dr Paul Swan
	Developing Maths Connections Children's Literature (P-2)	Sheila Griffin
11:00 AM	MORNING TEA	
11:30 AM	Session 2	
	Great Maths Tasks to Develop Reasoning (P-8)	David Dunstan
	Making Connections with Maths Number Talks (P-6)	Sheila Griffin
12:45 PM	LUNCH	
1:30 PM	Session 3	
	Fostering Fluency and Engagement with Card Games (3-8)	David Dunstan
	Dealing with Differentiation (P-4)	Dr Paul Swan
2:45 PM	Farewell gathering, Evaluations and Prize Draws	

Numbers are limited. Participants must number each of the three sessions with a '1' and '2' preference with registration. These are sessions limits, so first in first allocated preferences.
All day sheet parking is available for \$5



See the below session descriptions. We can't wait to see you there!

CONFERENCE SESSION INFORMATION

PROBLEM SOLVING: CONNECTING THE FOUR PROFICIENCIES (3-8) **DR PAUL SWAN**

In this session Paul will share a system for solving problems that links all the four proficiency strands: Understanding, Fluency, Problem Solving and Reasoning. Before you can solve a problem, time needs to be spent understanding exactly what it is that needs to be solved, then students need to solve it, often applying fluency skills. Before, during, and after solving a problem, students will be expected to reason. Paul will work through some problems to help teachers learn to model these key features of solving a problem.

DEVELOPING MATHS CONNECTIONS CHILDREN'S LITERATURE (P-2) **SHEILA GRIFFIN**

Teachers are confident in engaging students in reading experiences and providing opportunities for developing language. In this session Sheila will explore how to bring books to life from a mathematical perspective, connecting students with stories, providing engaging experiences that contextualise their learning.

MAKING CONNECTIONS WITH MATHS NUMBER TALKS (P-6) **SHEILA GRIFFIN**

The pedagogical strategy of "Number Talks" is about short powerful learning activities which develop students' number sense. They help students learn flexibility with numbers and how to calculate without paper and pencil, communicate to their peers and explain their reasoning. Sheila will explore setting up the routine to enable successful number talks. She will model and work through some examples ready for use in the classroom.

GREAT MATHS TASKS TO DEVELOP REASONING (P-8) **DAVID DUNSTAN**

Students need opportunities to "talk their way to understanding" in maths. Working cooperatively to solve the problems with the Check the Clues tasks, is a pedagogy that will engage students in the problem solving, reasoning, and understanding proficiencies, and "Talk Maths". Moving from fluency to reasoning will be shown with KenKen, a problem solving whole - school routine.

FOSTERING FLUENCY AND ENGAGEMENT WITH CARD GAMES (3-8) **DAVID DUNSTAN**

Cards are a simple, readily available resource that can be used to develop a variety of number concepts such as basic number facts and place value. These games may then be played as a warmup or as one part of a lesson or played at home. Clear mathematics links will be provided as well as ways of differentiating the games. The enjoyment of playing card games is integral for both students and teachers.

DEALING WITH DIFFERENTIATION (P-4) **DR PAUL SWAN**

Teachers are expected to differentiate their lessons to cater for students of varying abilities. In this session, Paul will share some ways of managing differentiation. NOTE: This session is not about WAVE 3 intervention which is the specific targeting of Maths Learning Difficulties. Paul will explain via the use of a series of simple routines how they may be altered to cater for students of different abilities.