Implementing the Mathematics Syllabus for Primary Schools

This course is designed for Mathematics and Numeracy Coordinators and other school leaders who wish to more effectively implement the new NSW Syllabus for Mathematics K-10 for the Australian Curriculum.

It will emphasise different pedagogical approaches which will create meaningful learning experiences for primary students.

The sessions will be presented by a variety of experienced primary numeracy specialists.

1. Engagement  
   Dr Catherine Attard

2. Embedded Formative Assessment  
   Michelle Tregoning

3. Reasoning and Problem Solving  
   Kathrin Cartwright

4. Technology  
   Dr Catherine Attard

Time: 4:30 pm – 6:30 pm  
Registration and tea/coffee from 4:10 pm

Dates: Tuesdays – 12, 19, 26 May, 2 June 2015

Venue: William Stimson Public School  
Lily Street, Wetherill Park, NSW 2164

Registration for all four sessions:  
Members: $180  
Non-members: $262

Session 1: Engagement with Mathematics: What does it mean, and what does it look like?  
Dr Catherine Attard

Teachers use the term ‘engagement’ all the time, but what does it really mean? Do we have a deep understanding of the ways in which we can promote deep, sustained engagement with mathematics? In this session participants will explore the construct of engagement. A range of engaging tasks will be explored and issues relating to curriculum, task differentiation and assessment will be discussed. The presenter, Catherine Attard is a senior lecturer in Mathematics Education at UWS. She is the current president of MANSW and is editor of the national journal, Australian Primary Mathematics Classroom.

APST addressed: 1.1.2, 2.1.2, 6.2.2
Session 2: Using Assessment to Improve Learning  
Michelle Tregoning

This session will look at assessment ‘for’, ‘of’ and ‘as’ learning strategies that have been useful in supporting student achievement in mathematics including developing self-awareness of mathematical thinking and skills, engagement and changing mindsets. Participants will be involved in a number of learning experiences and shown how embedded formative assessment and ICT tools can be used to enhance systems of student-teacher feedback, data collection and data analysis. The presenter, Michelle Tregoning is a teacher from South West Sydney who has run numerous professional learning workshops for primary teachers in Mathematics. She is a member of the PAM committee of the MANSW.

APST addressed: 2.1.2, 5.1.2, 6.2.2

Session 3: Reasoning and Problem Solving  
Katherin Cartwright

This session will focus on the working mathematically components of Problem Solving and Reasoning and how they are at the forefront of the new mathematics K-10 syllabus. Participants will engage in practical tasks and learn how to teach through these components, seeing them as the 'how' not the 'what'. The presenter, Katherin Cartwright is currently the Mathematics Advisor K-6 based at NSW DEC State Office. She has an extensive knowledge of the mathematics syllabus and leads professional learning for principals, communities of schools and online for teachers for the implementation of the new syllabus.

APST addressed: 2.1.2, 3.3.2, 6.2.2

Session 4: Meaningful Integration of Technology into Primary Mathematics Classrooms  
Dr Catherine Attard

Many Australian schools are investing in mobile technologies such as iPads and iPods. However, it is not uncommon for these technologies to be placed in classrooms with little or no professional learning support for teachers. In this session participants will explore different ways that iPads and other contemporary technologies can be integrated into mathematics teaching and learning during the primary years. The Technological Pedagogical Content Knowledge (TPACK) framework will be discussed along with issues surrounding the implementation and use of technology to enhance students' engagement and understanding. The presenter, Catherine Attard is a senior lecturer in Mathematics Education at UWS. She is the current president of MANSW and is editor of the national journal, Australian Primary Mathematics Classroom.

APST addressed: 2.1.2, 2.6.2, 6.2.2