

### PROGRAM – THURSDAY 20 JUNE 2019

Accelerate 21st century mathematical thinking in your classroom. At this masterclass you will learn from a range of experts about strategies that fully engage students in their mathematical thinking. Discover approaches to curriculum and assessment that support student success in maths and beyond. Discuss, collaborate and connect with your mathematics colleagues.

This masterclass is designed for teachers of Stage 1 and Stage 2 mathematics but also for all innovative teachers looking to expand their expertise in teaching and assessment.

1:30pm	<b>Welcome and introduction</b>	
1:40pm	<b>Innovations in SATS</b> Matt Verdon  The ASMS trial creative and innovative assessments in their Stage 1 and 2 mathematics classes to provide students with a range of authentic contexts in which to demonstrate evidence of their learning. This presentation will provide the rationale for the implementation of these alternative forms of assessment, including the benefits to the students and the challenges to consider when planning. Examples of students' responses will be presented for some of the assessment types.	
2:30pm	<b>Leadership in action</b> A conversation with a school mathematics leader on their approach to leading change.	
2:45 - 3:35pm	..... PLEASE SELECT ONE OF THE FOLLOWING SESSIONS .....	
	<b>SESSION A</b>	<b>SESSION B</b>
	<b>Teaching strategies for promoting logical thinking and risk taking</b> Deb Woodard-Knight  Using Stage 1 Trigonometry as the example, this workshop provides alternative strategies to teaching from a mathematics text book.  Teaching strategies and examples will be provided that promote students to think logically and to be comfortable taking risks. This style of teaching can be implemented during any topic within mathematics courses and at any level.	<b>Characteristics of quality mathematical investigations</b> Pauline Carter  In this workshop, participants will identify the features of quality mathematical investigations that support students to engage in and contextualise their learning.  A sample investigation 'How fast is a Human', will provide a context for discussions around task design that: <ul style="list-style-type: none"> <li>• supports every student to demonstrate their level of competence and knowledge of mathematical concepts</li> <li>• requires students to apply and extend their thinking</li> <li>• invites students to individualise their investigations by exploring and/or conjecturing on things they wondered about or noticed.</li> </ul>
3:35 - 4:10pm	<b>NIBBLES &amp; NETWORKING</b>	
4:10 - 5:00pm	..... PLEASE SELECT ONE OF THE FOLLOWING SESSIONS .....	
	<b>SESSION C</b>	<b>SESSION D</b>
	<b>Reducing assessment anxiety through linked contexts and collaboration</b> Rebecca Garrett  To help students reduce their test anxiety Rebecca has developed a strategy where students collaborate on revision activities. The context used in the assessment links back to the collaborative revision and allows for an open question designed to give students choice in the scenario they use to demonstrate their understanding.  Rebecca will share a collaborative revision activity in which students work together to reflect on the mathematical concepts they have learned. Using meaningful scenarios, students formulate solutions to real-life problems. She will discuss the effectiveness of this approach to helping students reduce their test anxiety and share some student work.	<b>Using Desmos in summative assessment tasks</b> John Rowe  The free online graphing tool, Desmos, is transforming the way in which students are engaging with graphs and mathematical concepts. By utilising the Activity Builder to custom-make classroom activities, teachers are able to think differently about the ways in which students see and interact with graphs.  Participants will be presented with multiple ways of using Desmos to design assessment tasks, as well as discussions about the specific aspects a teacher should consider when facilitating a digital assessment task in mathematics.  <b>Bring your own device.</b>