Workshop Abstracts

Workshop 1

Getting started to engage in learning.

AAMT Standard: 3.1: Learning Environment: Excellent teachers of Mathematics establish a learning environment that maximises students' learning opportunities.

Mental! Or, how to begin a lesson well and teach students.

In this workshop we will explore different starts to lessons that may be encapsulated by a title of writing mental problems.

How do we develop skills of essential knowledge?

How do we develop speed and accuracy in recalling facts?

How can we test pre-knowledge? How can we settle the b…..s down?

Specific types of starter sheets and processes will be considered and also, guidance on how to develop these most important parts of the lesson into your teaching and learning program.

Workshop 2

Adopting an Investigative approach.

AAMT Standard 3.1: Learning Environment: Students are empowered to become independent learners. They are motivated to improve their understanding of Mathematics and develop enthusiasm for, enjoyment of, and interest in Mathematics.

The joys of 40 Mathematical Investigations!

In this workshop we will explore the role of an investigative approach to improve student enjoyment and enthusiasm to learn Mathematics in our classrooms. We will look at how to plan to present content in an investigative manner and how then to emphasise the main teaching points.

All participants will undertake several investigations themselves.

Be prepared to think.

Also participants will learn how to quickly and easily create their own investigations.

Workshop Abstracts

Workshop 3

The importance and role of problem solving.

AAMT Standard 3.2: Planning for Learning: Excellent teachers of mathematics….A variety of appropriate teaching strategies is incorporated in the intended learning experiences,…

Whether it is called working mathematically, problem solving or proficiency standards, there is much to be gained from a problem solving approach to the teaching of mathematics.

This workshop will consider the model used for so long in the secondary mathematics courses of: clarify, choose, use, interpret and communicate. This will be used as a background to consider problem solving as a regular activity, and as a teaching and learning strategy.

Participants will have the opportunity to develop their own problem sets for their classrooms.

Workshop 4

Assessing for learning and learning for assessment.

AAMT Standard 3.4: Assessment.

What every a student does in the mathematics classroom tells the teacher something about what mathematics they know. The trick is to be able to assess that accurately and then to frame future learning from the assessment.

This workshop will consider observation, rich tasks and recording of student learning. Of course reporting to students, parents, authorities and the community will also be touched on.

It is planned that some time in this final workshop will be given over to considering issues that the teacher participants may raise to frame future MAWA workshop programs to address them.