



## Early Years Conference Workshop Schedule – “Making Sense of Maths”

*Yeronga State School - Saturday 6th May 2017*

8:30 am to 9:00 am	Registration and View Trade Displays Enjoy a tea or coffee and network with colleagues	
Keynote 9:00 am to 9:45am	<b>Introduction by Tierney Kennedy and Keynote Denise Neal</b>	
10:00 am to 10:15 am	Morning Tea plus network with colleagues	
Workshop Time/Venue	Room 1	Room 2
Session 1 10:20 am to 11:15 am	<b>Judith Forster and Heidi Clausen</b> Helping kids understand time from P-3	<b>Judy Hartnett</b> Supporting conceptual understanding using games
Session 2 11:20 am to 12:15 pm	<b>Jan Cavanagh</b> 'I can see it in my Mind' Developing Visualisation through Play Based Learning	<b>Alwyn Powell</b> Dinosaurs and Dragons
12:15 pm to 1 pm	Lunch <b>plus</b> network with colleagues	
Session 3 1:05 pm to 2:00 pm	<b>reSolve: Maths by Inquiry</b>	<b>Tierney Kennedy</b> Catering for gifted children: What to do when students already know everything
2.00 – 2.45pm	<b>Panel – All presenters</b>	
2:45 to 3:00 pm	<b>Prize Draw</b>	

### **Keynote: *Making sense of mathematics through talk (more and often!)***

I have recently been inspired, challenged and excited by three books I have read, annotated, told colleagues to buy and held up at meetings and said “you must read this!”

One of these three was Visible Learning mathematics (Hattie, Fisher and Frey, 2017) and one simple question in this book has lead me to decide on the focus for my keynote. That question was “*if you are doing all the talking who is doing all the learning?*”

In my presentation I will share some thoughts on the power of talk in helping students (and their teachers) make sense of mathematics. I will discuss some key strategies I have seen make a difference to student learning in some local schools and present some ideas from research to encourage you to plan for maths talk in your K-2 setting.

### **Workshop 1 10:20am – 11:15am**

Helping kids understand time from P-3

This workshop focuses on the practical application of the Australian Curriculum: Mathematics V8.3, Measurement and Geometry strand, content descriptors about Time. Discover recent research into ways kids learn to tell time and develop your teaching skills and practice to facilitate learning to read time from P to Year 3. This workshop will help you plan effectively for teaching and learning, and develop understandings to plan for additional support to build strong foundations in Time.

Supporting conceptual understanding using games

Young children enjoy interacting with classmates and playing games. This workshop will highlight some important early concepts including place value, basic fact and computation strategies and share some games that can be used to support understanding of these concepts

### **Workshop 2 11:20am – 12:15pm**

'I can see it in my Mind'...Developing Visualisation through Play Based Learning

The YuMi Deadly way of introducing Geometry concepts through visualising, using **Reality**, **Abstraction** (Body, Hand and Mind activities) fits well with Play Based Learning.

Focusing on **deconstructing**, and **constructing** encourages children to see beyond just identifying common shapes which seem to be the expected outcome in many classrooms.

Dinosaurs and Dragons

Discussing and using measurement and geometry in the primary school. Using prisms and pyramids to construct a nodding dragon. Teachers make a model from scratch and leave with a black line master class ready.

### **Workshop 3 1:05pm – 2:00pm**

reSolve: Maths by Inquiry is an Australia-wide project that provides the resources to help students learn and use mathematics in meaningful and engaging ways. The project is delivered by AAMT on behalf of the Australian Academy of Science (AAS) and embodies an approach to Maths teaching which supports the STEM agenda. It is led by a team of expert teachers and academics from around the country. This session will provide an overview of the resources within the project and examples of how they can be used to improve learning outcomes in your context.

Catering for gifted children: What to do when students already know everything

When students excel in mathematics we tend to look for ways to slow them down, often resorting to punishing them with more and more questions that they can already answer. In this workshop teachers will explore practical alternatives for creating a challenging curriculum that excites and stimulates students requiring extension while also enabling teachers to effectively work with all students. Attendees will create tasks together and take away additional banks of tasks to use with their class.