

MATHEMATICS Pathways for SUCCESS

QAMT State Conference 2021

Saturday 26th and Sunday 27th June Southport State High School

Love Mathematics? Love Teaching? Love Research? So do we!

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Platinum sponsor of the QAMT 2021 state conference Join us for this face to face and virtual conference that has it all!

Keynote Speakers

Opening Keynote Professor Merrilyn Goos University of Limerick





Bill Simpson Plenary Closing Address Joel Speranza



Audience
• Primary

Presentation mode





Registrations opening soon! Visit https://qamt.qld.edu.au/

Session Presenters

Melissa Fanshawe University of Southern Queensland

Melissa Fanshawe is a mathematics lecturer in the School of Education at University of Southern Queensland. She has over twenty years' experience within Queensland schools as a teacher, advisory teacher, Deputy and Principal. In the tertiary space, Melissa is passionate about student success through scholarship into student engagement. Melissa is also trained teacher for students with vision impairment, gaining her Masters at the Royal Institute for the Deaf and Blind. She is currently completing her PhD in the field of Vision Impairment and enjoys her volunteer roles as an advisor to the board for Vision Australia, the Queensland convenor for the Australian Braille Authority and vice-president of the South Pacific Educators of Vision Impairment. Melissa is passionate about advocating for accessible formats so students with vision impairment can have independent access to quality education.

Accessible Mathematics for Students with Vision Impairments (Primary and early Years)

Mathematics relies heavily on visual resources to develop conceptual understanding. Consequently mathematics can be inaccessible for students with students who are blind or have low vision. This workshop uses hands on manipulatives to ensure all students have equitable access to mathematical concepts. We will also look at the new Lego Braille bricks and they can be used to develop maths.

Gain an insight into the challenges faced by these students in primary mainstream settings while developing knowledge in a range of adjustments, strategies and resources for mathematical education.