MATHEMATICS *Pathways for* SUCCESS

QAMT State Conference 2021

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

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Keynote Speakers

Opening Keynote
Professor Merrilyn Goos
University of Limerick

Bill Simpson Plenary
Closing Address
Joel Speranza

Merrilyn Goos is Professor of STEM Education and Director of EPI*STEM, the National Centre for STEM Education, at the University of Limerick, Ireland. Before taking up this position she worked for 25 years at The University of Queensland. She is an internationally recognized mathematics educator whose research is known for its strong focus on classroom practice.

Her research interests have included students' mathematical thinking, the impact of digital technologies on mathematics learning and teaching, the professional preparation and development of mathematics teachers, numeracy across the curriculum, and curriculum and assessment reform. She has won national awards for excellence in university teaching as a mathematics teacher educator and for outstanding contributions to mathematics education research. She is the lead author of a teacher education textbook on research-based strategies for embedding numeracy across the school curriculum.

Merrilyn has served as QAMT Vice-President (Professional Development), President of the Mathematics Education Research Group of Australasia, and Chair of the former Queensland Studies Authority's Mathematics Syllabus Advisory Committee. She is currently Vice-President of the International Commission on Mathematical Instruction.

Meet your presenter

Professor Merrilyn Goos
University of Limerick, Ireland

Working with Teachers to Develop Numeracy Across the Curriculum

In many countries the notion of mathematical literacy as a 21st century competency has emerged from either international studies, such as the OECD's Programme for International Student Assessment, or national curriculum policy development.

In some English-speaking countries, it is more common to speak of numeracy rather than mathematical literacy, and attempts have been made to embed numeracy within the school curriculum in ways that resonate with the PISA definition of mathematical literacy. However, much work still needs to be done on conceptualising numeracy to provide practical support for teachers in curriculum planning, task design, and instructional strategies.

This presentation draws on research and professional development projects conducted in Australia and Ireland to explore how teacher educators can support classroom teachers in developing their students' numeracy across the whole curriculum. This work with teachers is informed by a multi-dimensional model of numeracy for the 21st century that has been developed, tested and refined over a period of 15 years.

Audience
- Primary
- Junior Secondary

Presentation mode

Registrations opening soon!
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