



## “Why Maths is the Key”

A Symposium for Directors of Studies, Heads of Mathematics Departments and Secondary Mathematics Teachers across all 3 education sectors

Monday 27<sup>th</sup> May 2019

Education Development Centre

4 Milner Street, Hindmarsh

### **Symposium's Purpose:**

Business and industry sectors are calling for school graduates to be better prepared for the world of work – a world that is somewhat different to the certainties of the last century. The tertiary sector is calling for an increase in the number of secondary school graduates transitioning to university with a Mathematics (and “hard” Sciences) curriculum profile on the understanding that we need more undergraduates working in STEM related professions.

How do we, as educators, influence the thinking of business, industry and the tertiary sectors? Likewise, how are we influenced by them?

What are the school leadership, curriculum leadership and pedagogical practices being challenged by the various calls for change?

### **Topics for Exploring:**

1. What are the key features of contemporary socio-cultural and economic times are impacting on Mathematics education?
2. What are the implications on Curriculum Leadership and Maths pedagogy?

## Featuring

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Professor Martin Westwell  
Chief Executive – SACE Board South Australia



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Professor Caroline McMillen  
SA Chief Scientist



## PROGRAM

9:00am	<b>Welcome</b> Peter Mader & Rebecca Garrett
9:10am	<b>Keynote Presentation:</b> Professor Caroline McMillen <i>"The 21<sup>st</sup> C Citizen: Is Maths a Key?"</i>
10:00am	<b>Facilitated table talk</b>
10:25am	<b>Q&amp;A with Professor Caroline McMillan</b> Professor Caroline McMillan & Peter Mader
10:45am	<b>Morning Tea</b>
11:15am	<b>Workshops Session #1</b> A choice of: <ul style="list-style-type: none"> <li>1. Collaborative Change Leadership: finding the key to supporting learner growth in mathematics.</li> <li>2. Changing School Math Pedagogy from the Bottom Up.</li> <li>3. Mastery Learning and Formative Assessment: How embedded learning conversation can enrich your learning environment.</li> <li>4. Innovation in High-Stakes Assessment.</li> <li>5. Why Desmos is the Key.</li> </ul>
12:25am	<b>Movement into plenary room (1.11AB)</b>
12:30pm	<b>"If Maths is the Key: What Should It Unlock?"</b> Professor Martin Westwell
1.15pm	<b>Lunch</b>
2:00pm	<b>Workshops Session #2</b> A choice of: <ul style="list-style-type: none"> <li>1. Fostering a collaborative team by utilising a flexible leadership approach.</li> <li>2. Learning from the Middle.</li> <li>3. Thinking Maths.</li> <li>4. National and international developments in the integration of technology into examinations.</li> <li>5. Aligning Maths with VETiS.</li> </ul>
3:10pm	<b>Movement into plenary room (1.11AB)</b>
3:15pm	<b>Plenary – "Why Maths is the Key"</b> Some reflections on the day's learning from conferees.
3:40pm	<b>Closing Remarks</b> <i>Rebecca Garrett &amp; Nick Fowler</i>