AMET Primary Mathematics Conference 10th March 2016

Focus
Deep conceptual understanding in age 5 –14 mathematics

Audience
Primary Initial Teacher Educators, Mathematics Education Advisors, School Subject Leaders and Primary Mathematics Specialists

Venue,
Room CG48
College Building
Middlesex University
Hendon Campus
The Burroughs, London
NW4 4BT

Time
9.30 – 16.00

Cost
£100 non members
£80 AMET members

Lead Speaker: **Dr Tony Cotton**

Tony is Honorary Secretary of The Association of Teachers of Mathematics and the Editor of Mathematics Teaching. These days he spends his time writing and working with people who ask him to do interesting things. Usually to do with learning and teaching mathematics, but occasionally to do with reviewing gigs or writing short stories.

He has taught mathematics in secondary schools in the North of England, worked for 3 educational publishers and trained primary and secondary teachers in 5 Universities. He still works for the University of Nottingham part time as they let him go to Bangkok every year to teach. The third edition of his book 'Understanding and Teaching Primary Mathematics' and a companion volume of activities 'Teaching for Mathematical Understanding' are about to be published by Routledge, and he is working with the Macedonian Government on developing a new mathematics curriculum for their schools.

Lead Speaker: Dr Tony Wing

After a career in Primary teaching and Primary Mathematics ITE, Tony Wing is currently an education consultant and an author and Series Editor for Numicon publications. His research interests include communicating and thinking mathematically, mathematical subject knowledge for teaching, and children's mathematical texts.

Tony will lead a session that explores practical implications for teachers of Anna Sfard's publication *Thinking as Communicating* (CUP, 2008). In particular, he will examine some classroom consequences of viewing mathematics as a discourse, thinking as self-communicating, and long division as a beautiful art. Somehow, what seems on first impression to be a detailed and difficult theory to follow turns out to be immediately transforming in practice. As John Dewey (and many others) are supposed to have said, "There's nothing so practical as a good theory."

09.30	Registration, coffee and welcome
10.00	Making sense of 'Mastery': What does mastery look like in mathematics classrooms? *Dr Tony Cotton*
12.00	Lunch and networking
12.45	Thinking as Communicating. Implications for teachers in the mathematics classroom. *Dr Tony Wing*
14.15	Break
14.30	Using the double number line in the primary classroom. Experiences drawn from observations of a lesson study cycle in Japan. *Dr Rosa Archer and Mary O'Connor*
15.30	Round Table Discussion. The ACME Report. Beginning teaching: Best in class?
16.00	Close

Pre-reading relevant to the sessions will be sent to participants prior to the conference

To reserve your place, please contact **Helen Farmery** h.farmery@mdx.ac.uk