



Session Selection Planning Sheet

Presenter Details		Workshop Title	Year	*Career Stage	DELEGATE 1 NAME	DELEGATE 2 NAME	DELEGATE 3 NAME	DELEGATE 4 NAME
Session A (10:05 am - 11:20 am)								
A1	Anita Chin Anita Chin Mathematics Consultancy, NSW	Leading maths: Must-have tools to build your teachers' capacity to differentiate	K-6	EXP, L, P				
A2	Judy Hartnett Making Maths Reason-able, QLD	Assessing place value: Identifying what students really understand	Y1-3	ECT, EXP, L, P				
A3	Bruce Ferrington Radford College, ACT	If we've all got the same answer, we must be asking the wrong question	Y3-6	ECT, EXP				
A4	Stephanie Salazar & Samantha McCracken. John Purchase PS, NSW	Making differentiation doable for early career teachers: multiplication & division	Y3-6	ECT, M				
Session B (11:45 am - 1:00 pm)								
B1	Peter Sullivan Monash University, VIC	From tasks to lessons to sequences: planning for inclusion	K-6	ECT, EXP, L, P				
B2	Emma Campbell Maths Masterclass, NSW	Using the Singapore Model Method for problem solving (aka 'Singapore Bar Model')	Y3-6	ECT, EXP, L, P				
B3	Tim Waugh Anita Chin Mathematics Consultancy, NSW	Mathematical misconceptions and what to do about them	K-6	ECT, EXP, L, P				
B4	Stephanie Salazar & Samantha McCracken. John Purchase PS, NSW	Making differentiation doable for early career teachers: fractions	Y3-6	ECT, M				
Session C (1:35 pm - 2:50 pm)								
C1	Anita Chin Anita Chin Mathematics Consultancy, NSW	What does whole-class differentiated instruction look like?	K-6	ECT, EXP, L, P				
C2	Judy Hartnett Making Maths Reason-able, QLD	Assessing place value: Identifying what students really understand	Y4-6	ECT, EXP, L, P				
C3	Emma Campbell Maths Masterclass, NSW	Writing units of work with differentiation in mind	K-6	EXP, L, P				
C4	Bruce Ferrington Radford College, ACT	Pattern - the password to mathematics: Cracking the code with Year 2	K-2	ECT, EXP				

Presenter Details		Workshop Title	Year	*Career Stage	DELEGATE 5 NAME	DELEGATE 6 NAME	DELEGATE 7 NAME	DELEGATE 8 NAME
Session A (10:05 am - 11:20 am)								
A1	Anita Chin Anita Chin Mathematics Consultancy, NSW	Leading maths: Must-have tools to build your teachers' capacity to differentiate	K-6	EXP, L, P				
A2	Judy Hartnett Making Maths Reason-able, QLD	Assessing place value: Identifying what students really understand	Y1-3	ECT, EXP, L, P				
A3	Bruce Ferrington Radford College, ACT	If we've all got the same answer, we must be asking the wrong question	Y3-6	ECT, EXP				
A4	Stephanie Salazar & Samantha McCracken. John Purchase PS, NSW	Making differentiation doable for early career teachers: multiplication & division	Y3-6	ECT, M				
Session B (11:45 am - 1:00 pm)								
B1	Peter Sullivan Monash University, VIC	From tasks to lessons to sequences: planning for inclusion	K-6	ECT, EXP, L, P				
B2	Emma Campbell Maths Masterclass, NSW	Using the Singapore Model Method for problem solving (aka 'Singapore Bar Model')	Y3-6	ECT, EXP, L, P				
B3	Tim Waugh Anita Chin Mathematics Consultancy, NSW	Mathematical misconceptions and what to do about them	K-6	ECT, EXP, L, P				
B4	Stephanie Salazar & Samantha McCracken. John Purchase PS, NSW	Making differentiation doable for early career teachers: fractions	Y3-6	ECT, M				
Session C (1:35 pm - 2:50 pm)								
C1	Anita Chin Anita Chin Mathematics Consultancy, NSW	What does whole-class differentiated instruction look like?	K-6	ECT, EXP, L, P				
C2	Judy Hartnett Making Maths Reason-able, QLD	Assessing place value: Identifying what students really understand	Y4-6	ECT, EXP, L, P				
C3	Emma Campbell Maths Masterclass, NSW	Writing units of work with differentiation in mind	K-6	EXP, L, P				
C4	Bruce Ferrington Radford College, ACT	Pattern - the password to mathematics: Cracking the code with Year 2	K-2	ECT, EXP				

***KEY TO CAREER STAGES**

ECT, M - Early career teachers and their mentors

EXP - Experienced teachers

L - Maths leaders (I.e. Teachers at any stage of their career who are passionate about maths and committed to transforming it at their school)

P - Principals and executives (eg. AP, ET, DP, P)



The header features a solid orange background. On the left and right sides, there are several stylized lightbulbs hanging from above. Each lightbulb is a different color (blue, yellow, green, pink, purple) and has a unique internal design, some resembling traditional incandescent bulbs and others more abstract or futuristic. The central text is white and reads: "3rd Annual Primary Mathematics Conference", "Differentiating Maths:", and "How To Do It".

3rd Annual Primary Mathematics Conference Differentiating Maths: How To Do It

Saturday 17 August 2019
Campbelltown Catholic Club, Sydney

Registering your team is easier than ever!

We know that schools can be busy places. So, we've made it easier than ever to secure your tickets.

★ STEP 1 - Decide how many tickets you need for your team (maximum of 8).

★ STEP 2 - One person buys tickets for your team www.primarymaths2019.eventbrite.com.au and receives one invoice. You can either:

(A) **Grab the number of tickets your school needs now** and **give details later!** Just enter 'TBA' for each delegate's First Name and Surname, then scroll down to the bottom of the order page and click on 'Pay Now'. Select from the drop down menu arrows to 'Pay by invoice' or 'Pay by credit card' (no fees charged); OR

(B) If you already know who you want to send and you're ready to choose your team's sessions, **enter your team's details and choose their sessions now.**

Remember: seats are limited for sessions, so if there's a presenter you'd really like to see, get in quick to reserve your spot. First in, best dressed.

★ STEP 3 - Print both planning sheets from the conference website www.primarymaths2019.com.au/register and use them to **gather** your teams details:

Delegate Details Sheet so they can receive reminders/updates directly to their own email address and to qualify for NESAs hours.

Session Selection Planning Sheet to help you strategically select workshops by year level and teacher career stage (P - Principals and executives; L - Maths leader; EXP - experienced teachers; ECT&M - Early career teachers and their mentors).

★ STEP 4 - Jump online to update all delegate details and selections **by the end of Term 2 (Friday 5 July 2019).**

The Ticket Buyer who completed the online registration can update all details at any time at www.primarymaths2019.eventbrite.com.au or by using the Eventbrite link contained in the confirmation email they received with the initial registration. See how to do this [here](#).

★ STEP 5 - Ensure 'Pay by invoice' **payments are made within 30 days** and prior to the conference date via **Direct Deposit** to Anita Chin Mathematics Consultancy Trust.

All details can be found on the invoice emailed to the Buyer from Eventbrite.

For NSW DoE schools you are not required to submit your invoice to your SAM as Anita Chin will send your invoice directly to EDConnect.

Further information can be found on the conference website www.primarymaths2019.com.au

Problems? Reply to the Confirmation email sent to the Ticket Buyer or contact Cindy Pellas (PL Coordinator) at cindy@anitachinmaths.com.au for assistance.

