



OTTAWA ZONE FOR MATHEMATICS EDUCATION PRESENTS THE

O₃4ME SPRING FORUM

WITH KEYNOTE SPEAKER NAT BANTING

SATURDAY, APRIL 18TH, 2020

8:30 AM – 2:30 PM

WESTBORO ACADEMY

1000 BROOKFIELD RD E, OTTAWA ON

Schedule

- 8:30 – 9:00 Registration
- 9:00 – 9:10 O₃4ME President's Welcome
- 9:15 – 10:15 Keynote (Nat Banting)
- 10:30 – 11:30 Breakout #1
- 11:30 – 12:30 Nutrition Break & Door Prizes
- 12:30 – 1:30 Breakout #2
- 1:45 – 2:20 Panel Discussion
- 2:20 – 2:30 Closing Remarks

Only \$10 for members and \$20 for non-members (includes lunch)!

REGISTER THROUGH MCIS AT OAME.ON.CA/MCIS/ BY APRIL 15TH, 2020

(PLEASE EMAIL O34MECOUNTS@GMAIL.COM IF YOU HAVE ANY QUESTIONS OR HAVE TROUBLE REGISTERING ONLINE)



Nat Banting

Keynote:

Nat Banting, *In Search of the Basics of Mathematics Teaching and Learning*

Recently, some policy makers and stakeholders have taken up the habit of demanding that math education go back to the basics, and I'd like to suggest that we wholeheartedly embrace this advice. Unfortunately, this is as far as the advice goes, and we (as teachers and leaders) are left to interrogate what these basics are.

In this session, I propose a "basic" for mathematics learning, and together we will explore how this basic can live in a mathematics classroom, and how we (as teachers and leaders) can initiate and accentuate these actions.

Breakout #1: (According to Division/Panel)

Nat Banting (K – 6), *Developing Decision Makers with Menu Math in the Primary and Elementary Grades*

We want our young students to demonstrate understanding of mathematics while being designers and decision-makers, and not just describers and direction-followers. In this session, we will look at Menu Math tasks, which allow students to balance creative and flexible action while demonstrating proficiency of the mathematical concepts of primary and elementary school. By placing an emphasis on creating, Menu Math tasks provide opportunities to master skills and also to make connections.

Marilu Deal (7 – 12), *Using Resources that Foster Mathematical Decision Making*

Nat Banting's focus is on "Building Mathematical Decision Makers." This 7-12 breakout session will explore a variety of easy to use resources that foster a classroom where students have to be Mathematical Decision Makers.



Marilu Deal

Jeannie Armstrong (Leadership), *Building & Sustaining System Math Success through Principal Collaborative Inquiry*

The Ottawa Catholic School Board's system-wide approach to improving math teaching and learning involves all partners. Teachers, Learning Partners and Principals engage in year-long professional learning — learning that builds a cohesive vision for teaching and learning mathematics. Inspired by the work of Marian Small & Doug Duff, school principals meet in inquiry groups based on a common, school goal. Over the course of the year, each of the groups learns collaboratively—continuously digging deeper to support and enhance teacher and student learning. This workshop is for teacher, school and system leaders who want to develop and support a system plan for math based on research and effective instructional practices.



Jeannie Armstrong

Breakout #2: (According to Division/Panel)

Nat Banting (7 – 12), *Developing Decision Makers with Menu Math in the Middle and Secondary Grades*

A sizable chunk of a student's experiences with school mathematics is devoted to describing and dissecting mathematical objects, but little time in classrooms is typically devoted to designing mathematical objects, tinkering with their make-up, and making sense of the fallout. In this session, we will explore Menu Math tasks that balance creative and flexible student action with a proficient manipulation of mathematical objects of middle and secondary school.

Pierre Tranchemontagne (K – 6), *Going Beyond Problem Posing for Elementary Grades*

Problems worth solving require logic and intuition paired with cognitive risk taking and engagement. This is no spectator sport and we should not treat problem solving as such. However, we as teachers sometimes struggle with what else to do beyond having students solve a rich problem. In this session, participants will explore a package of practical pedagogies and think about how to sequence these in order to effectively support the development of independent and confident mathematical thinkers.



Pierre Tranchemontagne