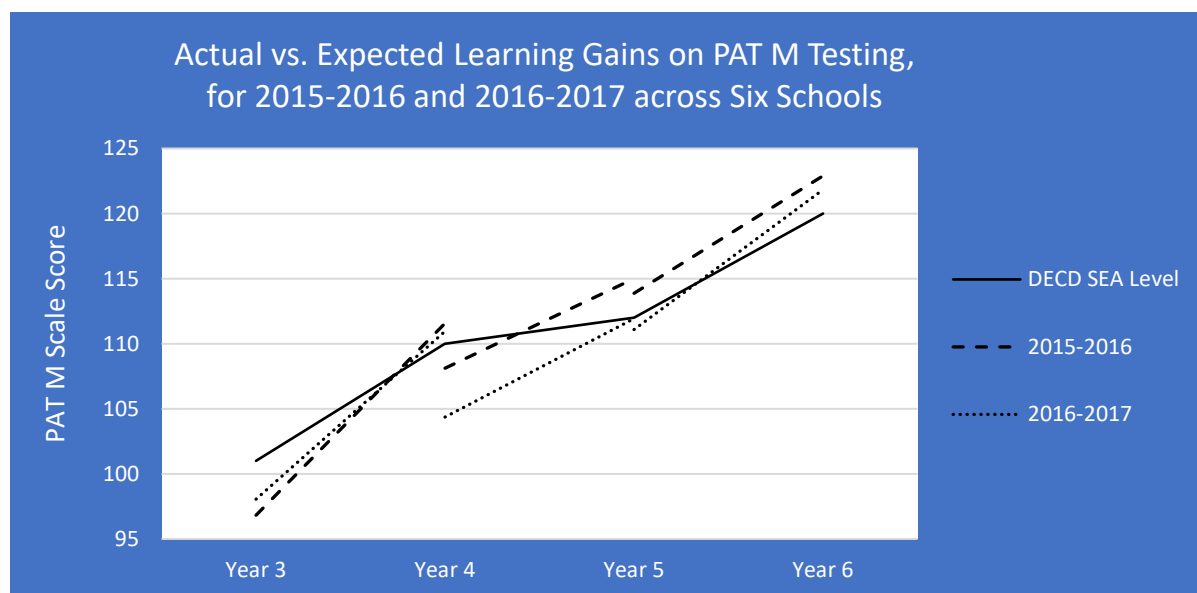


Intervention that works

Using conceptual change to fix misconceptions in mathematics for good Two-day professional learning workshop with Tierney Kennedy

Over the two-year research project, the lowest 20% of students across six schools gained an **additional 12 months of mathematics** over and above the department expectations for every year of teaching, as measured using PAT M. In two years, students progressed nearly four and a half years in mathematics.



When students fall behind in mathematics, it can be difficult to know what to do.

This workshop provides **real answers** to some of the most challenging parts of teaching, backed up by improvement data from both PAT maths and NAPLAN.

Involving real students from the very start, this course begins with a **live lesson** in which Tierney Kennedy diagnoses and fixes misconceptions in key number concepts using conceptual-change questioning. Teachers analyse both the understanding of the students and the questioning techniques employed before trialling the approach in real classrooms on the second day.

Intervention that works

Where and When

Dates:
Times: 8:30-3:30 both days
Venue:
Cost: \$495 including: catering, training manual, all training materials to use with your own staff and two of the *Fixing Misconceptions* books



Register at this link:
Limit of 40 participants for each course.

Course Outline

8:00	Registration and resource distribution, for an 8:30 start.
8:30-10:30	Introduction to the approach, including effectiveness of common intervention strategies, and gathering of participant questions and concerns
10:30-11:00	Morning tea and networking
11:00-12:00	Demonstration lesson – <i>time will vary to fit in with school break</i>
12:00-1:00	Diagnosing misconceptions
1:00-1:30	Lunch and networking
1:30-2:30	Diagnosing misconceptions
2:30-3:30	Analysis of the conceptual change questioning used in the demonstration lesson
8:30-9:30	Planning intervention questioning sequences for teaching any concept
9:30-10:30	Student profiling and data analysis
10:30-11:00	Morning tea and networking
11:00-1:00	Implementing intervention while still teaching everyone else: lesson structuring, appropriate grouping, extension for top students and getting everything done.
1:00-1:30	Lunch and networking
1:30-2:30	Developmental sequencing: ordering your year so that more maths sticks
2:30-3:30	Measuring and tracking student progress

About the trainer:

Tierney Kennedy consults with Education Departments, Mathematics Associations and schools throughout Australia to improve student results. She is renowned for her practical approach and research-based strategies, as well as for significantly improving the NAPLAN and PAT-M performance of schools around Australia. Tierney is also the author of the *Back to Front Maths* series.