

2025 BCAMT Fall Mathematics Virtual Conference Program

Title (Speakers)	Prim	Int	Mid	Sec
8:30 am to 9:30 am				
Welcome and Opening Keynote (Michelle Chu, Susan Robinson, Kevin Dent, Darcy House)				
<i>Michelle, Susan, Kevin, and Darcy are each showcasing one game-changing element of their mathematics practice — a teacher move — that they are excited about. Join us to discover techniques that open the door to deeper understanding and boost engagement for every K–12 learner. Stick around until the very end and submit your name for a chance to win a prize!</i>				
9:45 am - 11:00 am				
Rethinking Fractions (Tara Flynn, Shelley Yearley)				
<i>Come and learn about fractions! Our work with Dr. Cathy Bruce (over a decade of research with countless teachers and students in 10 Ontario school boards) has allowed us to tease apart the complex layers of fractions learning. Learn about the 8 Core Concepts that were developed through this process—and how these can be used with students of any age and stage to build a solid understanding of fractions. You will come away with practical strategies and research-tested activities for engaging students in learning about fractions. Get excited about teaching fractions, whether you are a veteran teacher or just starting on your teaching career! (Note: This session will be hybrid.)</i>				
Numeracy with Cuisenaire Rods (Sarah Dickie)				
<i>Cuisenaire rods are an exceptional visual and tactile tool to help students make sense of math. In the session we will show you the many ways they can be used in your classroom from kindergarten to grade 6 including understanding numbers 0-10, part-part whole thinking, basic facts, multiplication, fractions, area, and decimals.</i>				
Every Pattern Tells a Story (Matteo Tamburini)				
<i>A former student's description of the algebra curriculum at Northwest Indian College: "I was given examples of how algebraic thinking was used by many Indigenous people [...] I was able to articulate and understand the peyote stitch on my late father's prayer fan that was passed onto me." The curriculum materials are made by former students who have written themselves into the classroom. While our focus is Indigenous students, the presenters will share strategies for integrating all students' cultural backgrounds into math instruction. These examples will support teachers/participants to develop an asset-based perspective about their students.</i>				
Classroom Assessment: The importance of developing confidence in conversations and observations in the age of e-learning and AI (Ann Arden)				
<i>In this session, we will explore how to use classroom conversations and observations as evidence of learning. In an age of e-learning and AI, it is more important than ever for teachers to triangulate assessment data beyond paper and pencil tasks.</i>				

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11:15 am to 12:30 pm				
Dyscalculia (Valerie Lucas)				
<i>This session will support and guide educators who work with students who have difficulties learning math.</i>				
Teaching the Teachers: Whole number operations for addition (Tamara Beaton)				
<i>Are you a primary or intermediate teacher? Are you aware that you are meant to teach whole number operations but are confused and maybe even intimidated by them because you grew up learning the traditional algorithms? Or, are you teaching a new grade level this year and need to brush up? If so, this session is for you! We will take a deep dive into compensation and partitioning strategies for addition using both whole numbers and decimals. It will be hands on, interactive and fun! The goal is for you to leave feeling more confident with these strategies and better about yourself as a mathematician.</i>				
Basic Fact Mastery for the Middle Years Without a Calculator (Sarah Dickie)				
<i>Are your junior high students still struggling with basic facts? This session will show you a simple yet effective approach to help your students develop fluency including “chunking” facts into groups for ease of learning, developing efficient thinking strategies for each chunk, and the importance of practice. You will leave this session with a tried-and-true approach for achieving basic fact mastery.</i>				
Building AI Tools for Your Classroom (Teaghan O’Brian)				
<i>In this hands-on workshop, educators take the driver’s seat in shaping how AI transforms education. Participants will use Playlab to design and build their own AI-powered app tailored to a specific need in their teaching practice—ensuring the tools reflect real classroom priorities rather than tech-driven trends. By the end, teachers will leave with both a functional prototype and the confidence to keep building with AI, empowering them to drive how AI is used in their classrooms and schools.</i>				
LUNCH • 12:30 pm to 1:15 pm				

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1:15 pm to 2:30 pm				
Instructional Routines for Primary Mathematics (Marc Garneau)				
<i>Instructional routines are specific and repeatable designs for learning. Their predictable structure lets students—and teachers!—pay less attention to “What am I supposed to be doing?” and more attention to mathematical thinking. When launched in the first few moments of class, these routines, unlike traditional warm-ups (e.g., calendar), capture the attention of students and engage them in math. In this workshop, participants will explore and discuss a variety of routines that engage Primary students in Curricular Competencies—the doing of mathematics here in BC. Each of these routines can be implemented across different grades and mathematical content.</i>				
Focusing on Assets, Not Deficits (Marian Small)				
<i>Participants will have an opportunity to consider how to change the types of questions they pose during instruction or assessment so that students are empowered to make their own decisions about how to show what they know, what they are thinking, and what they understand rather than putting those students on the spot to pivot to what they think we want to hear. Questions in all strands will be addressed. The focus will be on the intermediate grades, but the styles to be shared apply equally well to primary, middle school, and even secondary students.</i>				
Using Indigenous Storywork to Spark Exploration in Secondary Mathematics: Champagne Racoons (Nichola Williams)				
<i>In this session, I will outline my journey in creating and delivering a secondary math task based in Indigenous storywork. The focus was to create a task that felt meaningful in terms of culture and organic in terms of alignment with math concepts. The task centers around the story of champagne coloured raccoons on Saysutshun, an island provincial park located in the territory of the Snuneymuxw First Nation by Nanaimo.</i>				
Functions Across Secondary Mathematics (Chris Hunter)				
<i>High school mathematics provides students with opportunities to deepen their understanding of linear relations and expand their “function repertoire” to non-linear relationships. Through highly-engaging tasks, we’ll explore what features of familiar functions (e.g., linear, quadratic, exponential, trigonometric) are important, how these features appear in various representations (e.g., tables, graphs, equations, words), and how classes of functions model and make predictions about “real-world” phenomena. We’ll discuss characteristics of these tasks—what makes them “rich”—as well as effective “teacher moves” to enrich them.</i>				