2025 BCAMT Fall Mathematics In-Person Conference Program
(Updated October 23, 2025 - changes from October 22 in blue)

Room	Title (Speakers)	Prim	Int	Mid	Sec
8:30 am to 9:30 am					
Gym	**Welcome and Opening Keynote** (Michelle Chu, Susan Robinson, Kevin Dent, Darcy House)				
	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!				
9:45 am - 11:00 am					
3015/ 3017	**Rethinking Fractions** (Tara Flynn, Shelley Yearley) - *Hybrid Session*				
	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!				
2003	**Math Mania: Playful math in your school** (Jane Butterfield) - *Hybrid Session*				
	Math Mania, an alternative math education event, has been bringing mathematical games, inquiry, and play to elementary schools in Victoria, Saanich, Sidney and Sooke since 1997. In this session, we will share several of our most popular activities. Attendees will learn how to reproduce those activities in their own classrooms with easily-sourced low-cost materials. Each activity connects to mathematical concepts for at least two or three different primary grade-levels, and some include extensions to high school or beyond. We will facilitate round-table and small-group discussions of how to discuss those concepts with our own students.				
3023/ 3025	**Finding Math in Indigenous Stories** (Jennifer Dionne)				
	Join Jennifer to explore how the BC mathematics curriculum can come alive through local Indigenous stories. She will share an example using The First Salmon Run: The Bear Cubs Adventure by a local author to teach elapsed time. *Participants will discover practical strategies to get started and brainstorm stories from their own communities. Leave with a concrete idea of a story you can use and the mathematical concept it connects to.*				
3014/ 3016	**Exploring Addition and Subtraction** (Annita Molenaar)				
	No standard algorithms, then what? *Come explore some strategies, games and activities.*				

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2012	**Why Early Math Matters More Than You Think** (Andy Psarianos) **EXHIBITOR SESSION**				
	Join Andy Psarianos as he explores why early mathematics education is one of the most powerful predictors of a child's future academic and life success. Drawing on over two decades of experience in transforming classrooms through the Math—No Problem! approach, Andy shares personal insights into how young children's brains are uniquely wired for mathematical thinking—and how tapping into this early potential fosters confidence, resilience, and problem-solving skills that go far beyond the classroom. With humour, clarity, and a passion for levelling the playing field in education, Andy makes the case for why getting math right in the early years is a game-changer not just for students, but for schools, communities, and national economies. Perfect for educators, leaders, and anyone passionate about giving every child a strong start in life.				
3022/ 3024	**Building Multiplication Fluency: Strategies that stick** (Kevin Dent)				
	Fluency in math goes beyond memorization—it's about helping students think flexibly and confidently with numbers. In this session, we'll explore effective strategies like Number Strings and 3-Act Math Tasks that support multiplication fluency while engaging students in meaningful learning. You'll discover how to blend purposeful practice with inquiry-based approaches to help students build strong foundational skills and develop a deeper understanding of math. Whether you lean toward traditional or innovative methods, this session will provide practical tools to make fluency-building both effective and enjoyable.				
2014/ 2016	**Operational Fluency and Multi-digit Operations: Box Cars games and strategies for all students** (John Felling) **EXHIBITOR SESSION**				
	Come prepared to play games that integrate the use of cards and a wide variety of dice that help engage your students with hands-on practice. Concepts include: multiplication, multi-digit operations, mixed operations and order of operations. Games are easy to differentiate and use with whole class or small group instruction. Handout will contain games and a concept skill checklist. If you have struggling students, this session will provide you with support to differentiate practice activities for them and help them achieve fluency and success.				
2002	**Inspiration and Innovation: Rosenthal Prize winning math lessons** (Sandra Fox)				
	In this session, participants will engage in one of the many prize-winning lessons from the Rosenthal Prize for Innovation and Inspiration in Math Teaching (Museum of Mathematics). We will discuss how the lesson, appropriate for intermediate and middle years students, inspires curiosity, joy, critical and creative thinking, and engagement in mathematics. Additionally, we will look at the bank of lessons as well as learn about the prize and its sister program, the Rosenthal Prize Summer Institute. You will come away inspired to jump into the engaging lessons with your students to expand their experiences with math!				
3037	**Artificial Intelligence (AI) for the Absolute Beginner** (Brian Yu)				
	Explore the dynamic role of AI in the classroom both as an instructional tool for teachers and as a learning companion for students. This session will cover strategies to maximize AI's potential in education while also addressing the challenges of detecting AI-generated student submissions. Engage in discussions on ethical considerations. For the hands-on demonstration portion of the program, please ensure you bring your own internet capable laptop or tablet. Having your own device will allow you to fully engage in the activities and get the most out of the experience. This session is perfect for student teachers, new and seasoned educators.				
3033	**Problem-Solving and Assessment** (Beth Baldwin)				
	Let's talk about the elephant in the room. We all know problem-solving skills are vital to include in our classroom, but how can we effectively assess them? In this session, participants will discuss some practical problem-solving skills and be introduced to several strategies for both student self-assessment and teacher-driven assessment. Holistic assessment practices will be discussed and connected to preparation for the BC numeracy assessment. Participants will walk away with practical tools to implement in their classroom on Monday morning!				

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3003	**From Flat to Fab: Engaging students visually with 3D shapes, angles, and spatial thinking through technology** (Eva Chu, Eagle Chan)				
	Discover how technology can transform the way students understand 3D shapes, angles, and spatial relationships! This session explores engaging, hands-on digital tools that bring geometry to life—helping students visualize, manipulate, and create with confidence. Whether through design software, augmented reality, or classroom-friendly tech, learn strategies to boost spatial thinking and make math more interactive, creative, and fun.				
3012	**Let's Look At Engaging Activities** (Gord Henry)				
	To engage students, math instruction must offer interactive, personalized experiences. Technology provides a platform for diverse activities that cater to different learning styles. This workshop will focus on using tech to create engaging tasks, including re-creating iconic game shows, constructing a documentary, taking speed tests, and even hosting a math-themed Super Bowl party. These activities will span curricular math topics and numeracy skills, suitable for individual, partner, small group, and class-wide collaboration. Come ready to watch, discuss, and explore.				
3027	**Pathways, Verbs, and Wildly Good Questions: A numeracy task makeover** (Kristin Insull, Jenna Velozo)				
	Strong numeracy tasks are built with intention. This session explores how B.C.'s Learning Pathways in Numeracy can spark rich, accessible math thinking. We'll unpack the key focus areas, continuums, and success criteria, showing how wording choices reveal levels of cognitive demand. Participants will learn to transform success criteria into open-ended tasks that meet curricular goals and promote reasoning. Ideal for educators at all levels, the session offers tools, strategies, and templates for designing meaningful, high-quality numeracy experiences.				
2006	**Exploring Mathematics Through the Eyes of Immigrant Students** (Maliheh Manzouri, Erica Huang)				
	In this session, participants will explore math lessons from immigrant students' eyes. Even when students have prior knowledge of math concepts, linguistic and cultural differences can create barriers to their success. Participants will see a teaching demonstration in another language, gain insights into these students' challenges, and share their own classroom experiences. The session will also present examples of culturally relevant lessons that can engage immigrant students while benefiting all learners. Attendees will leave with practical strategies to support immigrant students, creating more inclusive and equitable math classrooms.				
2007	**The Thinking Classroom: Dealing with social setbacks from Covid and technology** (Elysia Dubland)				
	I have been teaching with the Thinking Classroom framework for 14 years. In the last five years, I have noticed some distinct changes in my junior classes; many students do not engage well (or don't engage at all) with classmates who are not their friends. Students are also more unwilling to offer ideas during classroom discussion. Suspicious that the pandemic and a rise in screen time might be partially to blame, last spring I set out to explicitly teach and assess collaboration skills with my math 9 students. In this workshop I will share what I did and the results, along with time for participants to share their own experiences.				
3026	**Proficiency Scale Assessment in Grade 10-12 Mathematics Courses** (Lee Fisher)				
	The proficiency scale is a growth-based assessment method which is highly adaptable to different teaching and learning styles. Proficiency scale assessment in grade 10 - 12 math offers flexibility, motivation for the highly ambitious students and the opportunity for students to learn at the edge of their current knowledge. Teachers across the province are experimenting with using this method in their classes and letting go of using percentage points as a primary grading tool. In this workshop we review recent research, consider unique benefits and explore methods of implementation.				
2013	**From "Have To" to "Want To": Designing learning students feel is relevant** (Julie Liu, Michelle Li)				
	"Math is content-heavy," but does it have to feel that way to students? This workshop explores how to turn mandatory math content into meaningful—and even exciting—learning experiences. We will dive into practical strategies for aligning required outcomes with student interests, identities and lived experiences. Drawing from design thinking, project-based learning, and culturally responsive teaching, we will explore planning methods that help students see themselves in the math they're learning—because it feels relevant to them.				

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11:15 am to 12:30 pm					
2006	**Interweaving Foundational Numeracy and Culturally Affirming Practices** (Jessica McConnell)				
	We will explore and create visual models that build understanding of real numbers, prime & compound numbers, benchmark fractions, and positive and negative space. Participants will learn about the connections between foundational math concepts and Celtic knots, Japanese Notan, Angolan Sona, and Indian Rangoli designs and have the opportunity to create an infinity knot of their own. Centering dynamic communities and their languages, practices, and knowledge is a key part of culturally sustaining pedagogy. You are invited to challenge your assumptions, connect numeracy and culture, and create a deeper understanding of mathematics.				
2004	**Effective Math PD: A 4-stage plan for lasting impact** (Jon Orr, Kyle Pearce)				
	Empowering lasting change in math education takes more than one-off PD—it requires a sustainable, strategic approach. In this session, learn a proven four-stage process to design clear, measurable professional learning plans that elevate student achievement and strengthen teachers' content knowledge and pedagogy. Explore three common barriers districts face when designing math-focused PD and gain practical strategies and tools to build a coherent, high-impact model for continuous improvement.				
3015/ 3017	**Building Students' Fractions Number Sense through Counting** (Shelley Yearley, Tara Flynn)				
	Are your students struggling to make sense of equivalent fractions or operations with fractions? Are you wondering how to leverage counting by unit fractions? Through over a decade of research in Ontario classrooms, we have seen first hand the power of counting by unit fractions to build student fraction number sense, including ordinality, cardinality, magnitude and number relationships. Come and learn through activities that you can use in your classroom to engage students meaningfully in counting fractions.				
2015/ 2017	**Encounters with Mathematics through and with Materials** (Janice Novakowski)				
	How might students encounter the key early mathematics concepts of number, pattern, and spatial reasoning through and with materials? How does using materials connect and deepen mathematical understanding? We will investigate these questions in this session where we will consider and interact with loose parts, natural materials, art materials, and mathematically structured materials. Interdisciplinary connections and stories from classrooms will be shared.				
2003	**Additive Thinking And Equality** (Keith Van De Keere)				
	Our number one goal is to foster development of number sense and mathematical thinking. We can do this by teaching within context that allow kids to see the math in action. And the first big hurdle is moving kids from counting to additive thinking. *We need kids talking about what math looks like and how it works (Big Ideas) to solve real life problems. We will talk about:* • *The four Important questions that need to be at the heart of every math lesson* • *Why students should be working with partners and groups* • *The difference between counting and additive thinking* • *Working with open number lines* • *The big ideas for adding and subtracting*				

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3037	**Breaking Barriers: Strategies for creating rich math lessons that honour diverse learners** (Jess Kyle)				
	This workshop is designed for any teacher who has ever asked the question, "How do I design lessons that both stretch and scaffold the ever-widening scope of diversity in the students I teach?" Whether you are looking to expand your toolkit for making math accessible to English Language Learners, including students with learning disabilities or differentiating for a class with an ever-widening range of math knowledge, there are several things that can make a big impact in designing for diversity. Participants will explore these strategies and how they can be used to support universal design in mathematics learning.				
3023/ 3025	**Fluency: It's more than basic facts and memorization** (Jacob Martens)				
	What does "fluency" mean, and why is it important? Should basic math facts be memorized? How crucial is a conceptual understanding of operations? Are mastery, recall, and automaticity the same? What exactly is computational fluency, and how can you help your students develop it? *This session, inspired by the work of Jennifer Bay-Williams and John SanGiovanni, will provide participants with a deeper understanding of mathematical fluency. You'll be introduced to a variety of strategies and resources designed to effectively support ALL students in building their fluency.*				
2012	**You've Got This: MathUP for big ideas and real impact** (Michelle Skene)				
	Want to unlock the potential of great resources? Join us to translate "Big Ideas" into practical classroom strategies for inquiry, fluency, and differentiation. Learn to seamlessly navigate curriculum, plan engaging math lessons, and use open questions to maximize student impact. Let's look at examples to empower students and enhance their learning, proving you've got this! We'll uncover hidden tools to streamline your instruction and create impactful math learning experiences, showing your students they've got this too!				
2014/ 2016	**Power Play: Games for place value, decimals and fractions** (John Felling) **EXHIBITOR SESSION**				
	Come prepared to play games and learn strategies that help students with the following concepts: composing/decomposing numbers, comparing numbers to the millions, exploring decimals, rounding and expanding numbers, using number lines, negative numbers and fraction concepts including equivalency. Games integrate the use of cards, dice, place value dice and number lines. If your current upper elementary students are still struggling with increased place value concepts and fractions, this is a great session for helping build understanding through engaged practice activities. Handout will contain gameboards. COME PREPARED TO PLAY!				
2007	**Thinking Classrooms for Young Learners** (Darcy House)				
	Come play games, think about math, and practice Thinking Classrooms concepts for young learners. Step towards a healthy, positive attitude in your mathematics practice with (hopefully) lots of smiles, excitement, and cheering each other on. This will be an elementary oriented session. Come and participate in a collaboration and conversation about math education!				
3002	**Five Favourite Problems** (Chris Hunter)				
	Problem solving is central to and should be interwoven throughout the teaching and learning of mathematics. Over many years and within hundreds of classroom visits and dozens of PD workshops, some particular problems have emerged as my personal favourites. In this workshop, I'll share these "good problems," each of which can be introduced to your students as early as Monday morning. More importantly, we'll analyze these tasks—what characteristics make them "rich"—and discuss what we can take away that extends to all math learning.				

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3027	**From Drill to Drive: Igniting purposeful mathematics through real-world projects** (Deep Kaur)				
	What if your math class felt more like a design studio or a startup incubator than a test-prep center? This session will explore how project-based learning in real-world or simulated environments can ignite curiosity—even in reluctant learners. I will share how my 12-year-old's passion for 3D printing sparked his desire to learn calculus in Grade 7—not for grades, but for goals. We will explore how entrepreneurship, creativity, and problem-solving can re-engage reluctant math students and reduce math anxiety. Walk away with projects that align with the curriculum. Let us rethink what counts in math—beyond formulas and into futures.				
3003	**Mathematical Thinking in the AI Era Study Circle: Enhancing mathematical understanding through generative AI tools** (Eagle Chan, Eva Chu)				
	In this workshop, participants can expect to engage in an interactive session where we will share practical strategies developed through the Mathematical Thinking in the AI Era Study Circle. These strategies highlight how Generative AI (GenAI) tools can be used effectively to enhance mathematical understanding while ensuring students remain active participants in the problem-solving process. *The session will include:* *• Demonstrations of innovative teaching techniques integrating GenAI tools.* *• Reflections from our study circle on fostering critical thinking in the AI age.* *• A collaborative discussion segment to continue building on ideas introduced during the session.* *Participants will leave with actionable resources and insights to integrate AI-enhanced approaches into their classrooms, fostering meaningful mathematical exploration without compromising student autonomy in the learning process.*				
3022/ 3024	**Ignite Algebraic Thinking: Engaging students with visual patterns and Desmos** (Kevin Dent)				
	Dive into the dynamic world of algebraic thinking as we explore how visual patterns and Desmos can captivate students, and help them develop a deeper understanding of algebra. This session focuses on fostering engagement, curiosity, and deep understanding through interactive tools and creative problem-solving. Join us to discover strategies that bring algebra to life, spark rich classroom discussions, and empower students to uncover mathematical connections in new and exciting ways.				
2013	**Indigenizing Mathematics: Linear relationships** (Ailie Fewer, Rob Cowie)				
	Ailie Fewer and Rob Cowie will share a set of activities they created to connect Indigenous story and art to linear relations. In this session we will discuss how art, nature, and story can be connected with the content taught in high school math classes. We will tell two indigenous stories and then lead teachers through a series of activities. Teachers will look for patterns in story, play math games to solidify ideas, and end by creating their own unique Salish art that represents a linear pattern.				
3033	**Creating and Assessing Meaningful Reflection Tasks** (Michelle Kovesi)				
	Reflection is an important part of the BC math curriculum, and most courses now include "reflect on mathematical thinking" and "use mistakes as opportunities to advance learning" among their curricular competencies. But how can we use reflection to foster mathematical growth? And how can we assess reflection while ensuring content knowledge is still required for success? In this presentation, I will share assignments that effectively assess reflection while also deepening students' understanding. You will leave with concrete ideas on how to design meaningful "reflecting and connecting" tasks for your students.				

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3026	**The Power of the Loop: A journey into spiraled learning** (Minnie Liu, Emer Boyce, Marlaina Deane)				
	In this session, we share our journey of transforming a traditionally linear, unit-based course into a dynamic, thematically spiraled experience. Grounded in education research, spiraling revisits and builds on key ideas throughout the course, allowing students to deepen understanding, strengthen skills, and make meaningful connections. We will share what prompted this shift, the challenges and insights along the way, and the impact spiraling has had on both teaching and learning through the lens of both educator and student experience.				
3012	**What Does It Mean by Extending: Exploring and building our understanding** (Takuya Umeki)				
	This interactive session dives into the concept of "extending" on the proficiency scale. Through collaborative group work, participants will articulate and define what extending means, establish key criteria, and explore example questions. Using these as a foundation, participants will create their own extending questions and compare them with examples developed by the presenter and colleagues over the years. Gain practical tools and insights to strengthen assessment practices.				
2002	**The Road to Calculus** (Ron Coleborn)				
	High school mathematics is dominated by pre-calculus skills. Yet students are often unsure of how these skills and ideas support calculus. As they finish Pre-Calculus 12, many students are still wondering, "What is calculus?" This session looks at traditional calculus problems that can be analyzed within the math 9-12 curriculum; thereby, providing a foundation for students and teachers to explore calculus concepts. Furthermore, to prepare our students for calculus, we will discuss the main skills and conceptual understanding required.				
LUNCH • 12:30 pm to 1:15 pm					

1:15 pm to 2:30 pm					
2014/ 2016	**Exploring Magic Squares and Labyrinth Seeds: A surprisingly similar structure!** (Susan Gerofsky)				
	Magic squares and classical labyrinths are both ancient (mathematical) forms found in cultures around the world. In this hands-on workshop, we will explore these forms and a surprising similarity in their structures. Is this merely coincidence, or is there an underlying mathematical reason for it? Through drawing, colouring, movement, and making magic squares and labyrinths, we will delve into this fascinating history and open question.				
3026	**What's Old is New! (Re)Introducing the power of Cuisenaire rods** (Adam Fox)				
	Join Adam Fox for an engaging session on the power of Cuisenaire rods in early childhood mathematics education. These versatile manipulatives offer young learners a hands-on approach to developing number sense, spatial reasoning, and foundational mathematical concepts.				
2002	**Building Number Sense Using Rekenreks** (Kim Syer)				
	Rekenreks, also known as math racks, are a powerful math tool for building number sense. This session is for those who are "math rack'" curious. It will start with an overview of number sense; followed by an interactive exploration of several math rack activities. A few math racks will be available to borrow—bring your own math rack if you have one.				
2012	**From Counting to Place Value** (Annita Molenaar)				
	This workshop will focus on numbers using engaging activities, challenges, and games.				

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3012	**Rethinking Mathematics: How patterns translate to higher-order thinking** (Sandra Sokugawa)				
	Have you ever thought about how a growth pattern can progress to an equation like y=2x+3? This workshop will explore how the importance of the early mathematical foundations taught in the primary grades (number sense, repeating and growth patterns, addition/subtraction, multiplication/division) are the basis to more complex mathematical concepts. Through the lens of the core competencies, we will investigate examples of higher-level problems that have direct roots to the basic early mathematical foundations as well as strategies for strengthening these foundations in the classroom.				
3014/ 3016	**Building Numeracy through Games and Activities for Intermediate Grades** (Tianna Alexander)				
	Learn games and activities that help build valuable numeracy and logic skills for grades 4-9. Engage in discussions about the mathematical benefits of non-numeracy logic games and how to make math more enjoyable and accessible for all students.				
2003	**Fractions And Decimals: One big idea** (Keith Van De Keere)				
	When we teach fractions and decimals as separate "units", many students come to believe that there are no connections between these very similar number relationships. In fact, they are both ways we represent quantities between whole numbers. We will talk about: • *Decimals are just fractions with special rules* • *Strong connections between fractions and division* • *Many ways to compare fractions* • *The same fraction can mean something different in different situations* • *Investigate fractions and decimals in numerous contexts (area model, set model, measurement model and fair sharing)* • *Give meaning to the terms numerator and denominator*				
3015/ 3017	**Why So Many Students Struggle with Math and What You Can Do About It** (Joshua Angiola)				
	How is it that so many students seem to struggle with math much more than previous generations? We will do a deep dive into this controversial topic and explore practical strategies for preventing gaps in learning and strategies for remediating the gaps, too.				
2006	**Teaching Mathematics through Literature (and vice versa!)** (Saloni Dholakia)				
	This session is for generalist teachers who are looking for ways to authentically incorporate mathematics into their novel studies, literature circles, and guided reading groups, as well as literature connections in the mathematics units that they already teach. We will look at how a book doesn't need to be "mathy" to be about math, and strategies for finding and applying authentic connections. We will also examine some books that are often used for novel studies for intermediate/ middle grades and explicit math connections that already exist within them.				
3037	**Developing and Assessing Curricular Competencies in Mathematics Through Investigative Tasks** (Scott Rickard)				
	Transitioning from knowledge-based assessments to those incorporating curricular competencies is challenging for math educators. Maintaining high standards during this shift is essential. This workshop explores how mathematical investigations support this transition by blending traditional assessments with investigative tasks. Students engage in competencies like logical reasoning, pattern recognition, problem-solving, and game-based learning. We'll examine strategies to help students succeed through low-stakes exploration while ensuring meaningful opportunities to demonstrate understanding.				

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2015/ 2017	**Helping Students Think, Not Just Do** (Sean Chorney) *We often assume that when students solve a mathematics problem or engage in an activity, learning naturally follows—but that's rarely the case. Even observing a solution or having a brief discussion about it doesn't necessarily result in learning or understanding. In this session, I'll share three "mathematics" prompts and discuss strategies for fostering mathematical thinking and competencies within that task. We'll explore how translating between different representations in mathematics, which may seem straightforward, is actually a complex and rich aspect of learning.*				
2007	**Extending Student Tasks** (Richard DeMerchant) *This session will give participants a chance to try several tasks used in a middle school classroom using Building Thinking Classroom routines. Tasks will be chosen with a low floor and high ceiling to make them accessible to all. Participants will have a chance to examine how these tasks can be extended to deepen student thinking. In this interactive session participants will be asked to share their ideas as we all learn together.*				
3003	**The AI Assignment: Your one-stop shop to destroying a student's faith in AI for good** (Naoise Gallagher, Minnie Liu) *As educators increasingly use AI to create worksheets and notes to streamline lesson prep, students are also turning to AI for assignment help, sometimes to the point of full completion with little reflection. We know the level of detail needed to guide AI effectively, and the frustration when outputs miss the mark. It's time students experience this firsthand. Through the "AI Assignment," they'll learn the power of precise, nuanced prompting, cultivate the critical skill of verifying AI-generated content for accuracy, and begin to build a more informed, intentional relationship with AI.*				
3033	**The Art of Designing Assessment** (Duncan Li) *Are you seeking a supplement or replacement for chapter tests? This session will provide examples of various investigative tasks designed to enable students of varying abilities to demonstrate a range of competencies using their math knowledge and concepts learned in class. These tasks align not only with the BC curriculum (Grades 8-12) content and competencies but also aim to uncover the beauty and practical applications of mathematics. Additionally, the speaker will share insights into the rationale and planning process behind designing these tasks as assessments, as well as how they contribute to building transferable skills.*				
3022/ 3024	**Feedback and Reflection in Grades 8-12** (Phil Stringer) *Discover practical strategies to leverage feedback and reflection in grades 8–12 math classes. Learn how to give students more agency over their learning through a simple reflection framework tied to the BC Curricular Competency of Connecting and Reflecting. Explore how thoughtful feedback can deepen understanding, support growth, and make assessment more meaningful for both students and teachers.*				
2013	**Indigenous Perspectives in Mathematics: Tla'amin Nation fish traps** (Sheena Tan) *We will share resources (designed on Desmos Classroom), developed in partnership with the Tla'amin Nation, focused on their fish traps and the mathematical knowledge involved. These resources allow grades 8-12 teachers and students to explore the fish traps, behaviour of tides and the connection between harvesting and tides. Participants will have the chance to try these resources from the perspective of students first before engaging in discussions about the curriculum connections, pedagogical practices and broader strategies for Indigenizing the mathematics curriculum. Please bring your laptop or tablets.*				
2:45 pm to 3:15 pm					
2015/ 2017	**Annual General Meeting**				