THE MATHEMATICAL ASSOCIATION OF VICTORIA

THE UNIVERSITY OF MELBOURNE

2025 MELBOURNE MATHEMATICS CONFERENCE

Join us for either or both days

The Mathematical Association of Victoria (MAV) in collaboration with The University of Melbourne's Faculty of Education present a conference focusing on, Learning from each other: Connecting theory and practice

BE INSPIRED

Join us for an inspiring mathematics conference that bridges the gap between theoretical insights and practical applications. This conference emphasises the importance of continual learning and the development of new professional knowledge.
By connecting theory with practice, we aim to develop effective teaching methods that foster a deep understanding of mathematical concepts

F-10 LEADERS | PRIMARY TEACHERS | EARLY CHILDHOOD
WEDNESDAY 4 JUNE AND THURSDAY 5 JUNE
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WEDNESDAY 4 JUNE

Leading the way in mathematical learning and teaching

For current and emerging mathematics and numeracy leaders, school leaders and system leaders

The conference will spotlight the critical role of leadership in enhancing mathematics education. Educational leaders are instrumental in implementing and sustaining effective teaching practices, fostering professional learning communities, and advocating for the resources that elevate student learning.

EXPECTED FOCI FOR LEADERS

- **Leadership development**
Build leadership skills to drive change and promote excellence in mathematics education.

- **Policy and advocacy**
Learn how educational leaders can influence policy and advocate for resources and support.

- **Mentorship and coaching**
Engage in opportunities to mentor and coach peers, sharing best practices and strategies for success.

- **Collaborative leadership**
Build collaborative teams and professional learning communities that support continuous improvement and innovation.

KEYNOTE SPEAKERS

- Allan Dougan
- Professor David Gurr

Leadership in mathematics education (F-12)
Wednesday 4 June, 2025

Register now
www.mav.vic.edu.au

Come and join us as we delve into the realm of mathematics leadership. Our sessions offer practical guidance on how to initiate and lead change within your school environment.

Session	Presenters	Title
Registration 8.30am	Ground level, Kwong Lee Dow Building, 234 Queensberry St, Faculty of Education, The University of Melbourne	
Welcome and Keynote 1 9am–10.15am	Allan Dougan	A1: Mind the gaps: The tightrope of leading *Keynote sponsor: Australasian Problem Solving Mathematical Olympiads (APSMO)*
Break: 10.15am–10.45am		
Workshop rotation 1 10.50am–11.45am	Renee Ladner and Di Liddell	B1: Building school-wide change in mathematics education through bespoke professional learning
	Kate Copping	B2: Understanding the role of mathematics leadership: Unpacking the AITSL standards for middle leaders
	Scott Cameron and Dr Carmel Mesiti	B3: Empowering teachers with generative AI: A leadership workshop for schools
	Jessica Kurzman	B4: From understanding to action: Building effective scope and sequence plans using the Victorian Curriculum 2.0
	Patrick Mete	B5: Building better mathematical connections between primary and secondary schools
	Angela Rogers	B6: Pre-tests: Necessary, or a waste of time?
	Penny Addison and Dr Melody McCormick	B7: Department mathematics update *Workshop sponsor: Victorian Department of Education*
Workshop rotation 2 11.50am–12.45pm	Ellen Corovic and Christine Barnes	C1: Dedicating time to purposefully plan
	Amanda Samson	C2: More than the classroom: How mentors create conditions for growth
	Leonie Anstey	C3: Explicit teaching practices in action
	Justine Sakurai	C4: Embedding numeracy across the school
	Linda Shardlow	C5: Leading learning - by design
	Lucinda Edselius and Brad Nguyen	C6: Implementing the Victorian teaching and learning model in mathematics *Workshop sponsor: Victorian Department of Education*
	Rohani Mohamad	C7: Exploring strategies for effective mathematics school leadership
	Peter Fox	C8: From variables to visuals – exploring problems one algorithm at a time
Lunch and networking: 12.45pm–1.30pm		
Keynote 2 1.30pm–2.30pm	David Gurr	D1: What we know about teacher and middle leadership *Keynote sponsor: Maths Pathway*
Workshop rotation 3 2.35pm–3.30pm	Jayde Williams	E1: Leading change with changing priorities
	Renee Ladner	E2: Instructional coaching: How can it look in my school?
	Eamon Light	E3: Maths chats: Building teacher capacity and Impact
	Cath Pearn	E4: Identifying and assisting students mathematically 'at risk'
	Ashhad Ibrahim	E5: Bridging the gap between theory and practice in 7-10 enrichment mathematics
	Paul Staniscia	E6: Leading mathematical pedagogy - what's right?
	Kevin McMenamin	E7: Mathematical modelling using images and technology
F: Happy hour: 3.30pm – 4.30pm Join us for a chat, to network and debrief. *Sponsor: Mathspace*		

Leadership in mathematics education (F-12)
Wednesday 4 June, 2025

Time	Title/abstract
Welcome and Keynote 1: 9am-10.15am	**A1: Mind the gaps: The tightrope of leading** **Allan Dougan** In today's educational landscape, where conflicting ideas about what constitutes 'best practice' in mathematics education are commonplace, leaders are tasked with navigating gaps that vary from school to school and classroom to classroom. These gaps — between theory and practice, policy and implementation, clarity and confusion — demand flexibility, adaptability, and a clear vision. This keynote challenges the idea that there is a single, definitive path to follow in leading educational change. Rather than adhering to rigid models or one-size-fits-all solutions, it examines how effective leadership in mathematics requires a pragmatic, context-driven approach. It's about understanding that no single theory, practice, or policy is universally applicable. We'll explore how leaders can navigate these gaps by embracing the complexities of their unique school contexts. Through a flexible approach, we'll discuss strategies for fostering continuous improvement, advocating for necessary resources, and empowering teachers to enhance their practice. Ultimately, leaders can build environments that encourage collaboration, professional learning, and sustainable growth. *Keynote sponsor:* APSMO
Workshop rotation 1: 10.50am-11.45am	**B1: Building school-wide change in mathematics education through bespoke professional learning** **Renee Ladner and Di Liddell** This workshop explores an evidence-based approach to driving school-wide change in mathematics education through targeted professional development. Participants will gain insights into how bespoke professional learning supports school leaders and teachers in leveraging research, making informed decisions, and implementing sustainable change. The session will highlight how the Mathematical Association of Victoria (MAV) works to build educator capacity by addressing key areas such as teacher preparation, capability building, and system alignment. Emphasising the crucial role of school and system leaders, this workshop will examine strategies for developing teaching practices that enhance student outcomes and align with broader educational goals.
	B2: Understanding the role of mathematics leadership: unpacking the AITSL standards for middle leaders **Kate Copping** Did you know that AITSL has released professional standards specifically for middle leaders? This session will help school mathematics leaders to unpack these new standards and align them with the unique responsibilities of mathematics leadership. Participants will explore the enabling standards that empower mathematics leaders to successfully fulfill their roles, as well as the core standards focused on enhancing the teaching and learning of mathematics in schools. Through this session, you will have the opportunity to delve into the key responsibilities, skills, knowledge, and dispositions critical to your work as a mathematics leader. You will gain practical insights and strategies to strengthen your leadership impact and support effective implementation of mathematics programs in your school.

	B3: Empowering teachers with generative AI: A leadership workshop for schools **Dr Scott Cameron and Dr Carmel Mesiti** This workshop equips school leaders with the knowledge and tools to guide teachers in leveraging generative AI (GenAI) for improved efficiency and innovation in mathematics education. Participants will explore the practical applications of GenAI for streamlining mathematics lesson planning and creating personalised learning materials. The session includes live demonstrations, hands-on group activities, and discussions on ethical considerations like data privacy and AI biases. By the end of the workshop, attendees will feel more confident to develop a clear action plan to introduce GenAI in their schools, fostering teacher adoption and ensuring responsible implementation.
	B4: From Understanding to action: Building effective scope and sequence plans using the Victorian Curriculum 2.0 **Jessica Kurzman** In this session, you will be guided through a hands-on process to turn the Victorian Curriculum 2.0 into a clear and practical scope and sequence that fits your school's context. You will work on documentation to help give you a solid starting point to continue building with your staff. Along the way, Jess will share insights into curriculum mapping to help you develop understanding and confidence to create consistency and clarity in whole school planning. This session is all about making curriculum planning practical and manageable, so you'll leave with a clear plan and the tools to support your team in doing the same!
	B5: Building better mathematical connections between primary and secondary schools **Patrick Mete** This session explores strengthening the vital link between primary and secondary mathematics education. Effective transition is crucial for student success, yet it often presents challenges for teachers and students. We will examine practical strategies for building stronger connections between these educational sectors and their applicability in different contexts. This includes developing aligned curriculum approaches and priorities and sharing experiences of structural change that have improved learning outcomes. Participants will gain insights into systemic changes that can facilitate smoother transitions, foster student confidence and ensure continuity in their mathematical learning journey.
	B6: Pre-tests: Necessary, or a waste of time? **Dr Angela Rogers** Does every sequence of lessons require a pre-assessment to be conducted before teaching begins? We all know the importance of using data to inform our teaching, however are we collecting data at the expense of instructional time? In this session Ange will explore the purpose of pre-tests, unpack the rationale behind their use in classrooms, and propose some potential changes that will help to ensure we are striking the balance between data-led instruction and data collection. Participants will walk away from this session with a greater appreciation of the 'ins and outs' of pre-assessment and gather practical ideas to take back to their school to improve the quality of pre-assessments used in their F-6 mathematics classrooms.
	B7: Department mathematics update **Victorian Department of Education** This session will provide school leaders with an update on current and emerging initiatives and activities to support mathematics and numeracy improvement in Victorian Government schools. *Workshop sponsor:* VICTORIA State Government | Department of Education
Workshop rotation 2: 11.50am-12.45pm	**C1: Dedicating time to purposefully plan** **Ellen Corovic and Christine Barnes** In this dynamic session, Ellen and Christine will delve into the transformative journey of fostering collaborative planning practices at Deer Park North Primary School. Beginning with strategies to deepen teachers' understanding of the curriculum and its alignment with the big ideas of mathematics, the school developed a comprehensive approach to curriculum mapping. Participants will learn how these overviews became the foundation for guiding teams to explore developmental sequences within mathematical concepts. This process enabled purposeful planning of engaging, meaningful, and logically sequenced learning experiences for students. Blending hands-on activities with actionable insights, this session offers a balanced mix of practical tools and theoretical perspectives. Attendees will leave equipped to implement strategies that enhance collaboration, strengthen curriculum connections, and inspire impactful teaching practices.

C2: More than the classroom: How mentors create conditions for growth

Dr Amanda Samson

Welcoming new teachers and supporting colleagues looking to improve practice requires knowledge, expertise and interpersonal skills. When we mentor, we are intentionally supporting the growth of another person. In a school context, intentional, effective practiced focused mentoring can include practice focused themes such as planning support, observation, feedback and reflection. It can also involve supporting colleagues achieve professional growth beyond the classroom. Intentional mentoring is the ability to know your own strengths and expertise for creating positive, practice focused and effective relationships. This session will introduce you to the mentoring cycle and strengthen your leadership skills so that you can deepen the impact of your mentoring relationships and celebrate the growth and development of others.

C3: Explicit teaching practices in action

Leonie Anstey

This session will focus on using explicit teaching strategies in mathematics to strengthen reasoning and fluency. Mathematics leaders will engage with hands-on examples, equipping them to guide teachers and teams in making informed decisions on the content and methods for effectively teaching key mathematical concepts. Emphasis will be placed on facilitating meaningful dialogue, using targeted questioning to deepen understanding, and providing constructive feedback, all to foster a dynamic and engaging learning environment.

C4: Embedding numeracy across the school

Justine Sakurai

Numeracy skills are fundamental to student success, yet many teachers struggle with how to effectively embed these capabilities across the curriculum. This session explores how understanding different numeracy frameworks can help school leaders design and implement more effective mathematics programs. It also aims to help school leaders to support their staff to confidently embed numeracy in their classrooms. We will examine contemporary numeracy models that view mathematical learning as a dynamic social practice, rather than a set of isolated skills. This approach emphasises: connecting mathematics to authentic, real-world situations, cultivating positive attitudes toward mathematical thinking, building confidence in working with numbers and data, and developing problem-solving capabilities. By taking this integrated approach, schools can move beyond treating numeracy as just "another initiative" and instead make it an organic part of how students learn across disciplines.

C5: Leading learning: by design

Linda Shardlow

This session will focus on ways in which faculty leaders can purposefully support teams of teachers of mathematics examine and develop their classroom practice. In this session we will focus on key questions including: What are the efficacious pedagogical approaches that allow for insightful, impactful and responsive teaching that, in turn, positively affect learning outcomes for students? How can these be embedded into teachers' practice? How can faculty leaders use the team to develop the team?

C6: Implementing the Victorian teaching and learning model in mathematics

Lucinda Edselius and Brad Nguyen

This session will include the active exploration of the Victorian Teaching and Learning Model, 2.0 considering how leaders might align instructional practices in their schools to the model. Leaders will hear from newly appointed Mathematics Ambassador's about their work.

Workshop sponsor: VICTORIA State Government | Department of Education

C7: Exploring strategies for effective mathematics school leadership

Rohani Mohamad

This interactive session welcomes mathematics leaders to explore strategies that support teacher growth, drive curriculum innovation and elevate student achievement. Participants will use hands-on activities and consider case studies to reflect upon, discuss, and plan for the use of data-driven decision making and professional learning communities to inspire and sustain meaningful change within their schools.

	C8: From variables to visuals – exploring problems one algorithm at a time **Peter Fox** In this hands on workshop, participants will learn the basics of coding and use code to explore a range of interesting mathematical problems. No prior experience necessary, just a curiosity for problem solving. Unlike more conceptually demanding skill based content such as calculus, coding and algorithmic thinking can be incorporated into a middle school mathematics program or elective study therefore freeing up valuable time in senior mathematics courses. The free resources include a carefully curated selection of problems that align with a free self-paced online course.
Keynote 2: 1.30pm - 2.30pm	**D1: What we know about teacher and middle leadership** **Professor David Gurr** Research on teacher and middle leadership has a rich and overlapping history spanning several decades. This session will support your current and future work by connecting you with key ideas from the research literature that can help you to reflect on your current practice and how your practice may transform in the future. In this talk, delegates will be provided with an overview of the teacher and middle leadership literature, discuss six trustworthy claims arising from this, and consider an innovative model for you to think about your leader influence. The session will support delegates to reflect on their practice to develop a better understanding of their current work and develop a professional development plan to guide their progress as a leader. *Keynote sponsor:* MATHS PATHWAY
Workshop rotation 3: 2.35pm-3.30pm	**E1: Leading change with changing priorities** **Jayde Williams** This presentation explores one school's journey in transforming its approach to mathematics to ensure fidelity, rigour, and targeted teaching for all students. In alignment with the Victorian Teaching and Learning Model (VTLM) 2.0, we connected its principles with a student-centered, inquiry-based approach grounded in the International Baccalaureate (IB) framework. This shift focused on developing consistent practices across year levels, enhancing teacher expertise in mathematical content and pedagogy, and fostering collaboration. Through inquiry cycles, professional learning, and reflective practice, we achieved a coherent, need-based approach to mathematics, fostering deep understanding and engagement. This journey offers insights into aligning state curriculum standards with the inquiry-based IB philosophy, ensuring that theory and practice unite to support effective, responsive mathematics education.
	E2: Instructional coaching: How can it look in my school? **Renee Ladner** Creating consistency and autonomy in mathematics teaching and learning is vital for setting clear expectations, ensuring best practices, and tracking student progress. Establishing an inclusive, responsive, and safe environment further supports school-wide coaching and goal setting. This session will explore essential elements for developing a personalised coaching model tailored to your school's unique needs, using research and pedagogical frameworks as guides.
	E3: Maths chats: Building teacher capacity and impact **Eamon Light** This presentation introduces Maths Chats, a collaborative forum where teachers voluntarily gather for brief, targeted meetings held fortnightly to reflect on and enhance their Mathematics teaching practice. Created to provide structured yet informal feedback, Maths Chats offer an open space for teachers to share insights, address classroom and student needs, and set personal goals for improvement, with support from the Learning Specialist/ Mathematics Leader. The Learning Specialist/ Mathematics Leader facilitates discussions, offering guidance, strategies, and constructive feedback that deepen teachers' understanding and confidence in implementing effective practices. Through collaborative goal-setting and reflective dialogue, teachers not only strengthen their instructional approach but also benefit from the collective expertise and mentorship available in these sessions. This presentation shares a story of practical application, illustrating how professional, peer-driven discussions, foster growth, inspire meaningful change, and ultimately enhance student learning outcomes.

	E4: Identifying and assisting students mathematically 'at risk' **Dr Cath Pern** Each year students from Years 3, 5, 7 and 9 sit the national literacy and numeracy (NAPLAN) tests designed to identify whether they have the critical mathematics skills needed to progress their learning. Results are now reported across four proficiency levels. Students whose results indicate that they are not achieving the expected learning outcomes are placed in the 'Needs additional support' proficiency level and are likely to need additional support. Students at the 'Developing' proficiency level may also require additional assistance to enable them to achieve their potential. In this session we will examine the proficiency level descriptions for Years 3, 5, 7, and 9 to identify possible difficulties these students may be experiencing. We will discuss ways that leaders can support classroom teachers and parents to assist students to build on their students' mathematical skills, knowledge and understandings.
	E5: Bridging the gap between theory and practice in 7-10 enrichment mathematics **Ashhad Ibrahim** Providing challenging and engaging learning opportunities is one way to motivate academically talented students to learn. In this session, Ashhad will discuss the contributions of the gifted education field to the development of enrichment mathematics pedagogy and identify several different types of these engaging instructional strategies. Ashhad will provide examples of how these exciting pedagogical strategies can be implemented at a faculty-level, in classrooms, and by enrichment specialists. Accordingly, when embarking on the creation and implementation of a potent enrichment mathematics program, four critical domains need to be considered: why and to whom (its value), what (the content), how (pedagogy or teaching strategies), and to what end (outcomes) enrichment should be integrated into learning experiences.
	E6: Moving mathematics: change management strategies for implementing whole school pedagogical models and curriculum updates **Paul Staniscia** How can schools develop a cohesive instructional model for teaching mathematics? This interactive workshop will equip educators with evidence-based pedagogies that enhance student learning and build mathematical proficiency. Drawing on insights from cognitive science, we will explore strategies that strategically deepen understanding, improve problem-solving skills, and foster engagement in mathematics classrooms. Participants will gain practical tools to inform school-wide decision-making, ensuring that instructional approaches align with best practices in mathematics education. Whether you're a classroom teacher or a school leader, this session will provide valuable insights into creating a consistent and effective mathematics teaching framework that supports all students in thinking mathematically, reasoning effectively, and developing confidence.
	E7: Mathematical Modelling using images and technology **Kevin McMenamin** This hands on session will use images to explore mathematical modelling. Part of the session will brainstorm questions that would scaffold and develop the modelling process linked to a chosen image. These questions would form the basis of the modelling task. Part of the session would be dedicated to using the device to explore the brainstormed questions to see how they apply to the image and to give the opportunity to make amendments where necessary. The aim is to have a modelling task ready to go. The session is designed for middle school levels and the featured device is the ClassPad.

Learn more about your presenters

Penny Addison
Penny is the director of the numeracy, STEM and digital learning branch in the curriculum and teaching practice division. Penny leads a number of teams that have responsibility for the design and delivery of policy and guidance, professional learning and curriculum alignedresources. Having had experience in a range of teaching, school leadership and system roles over the last 20 years, Penny cites Victorian mathematics education as an area of particular interest. In her role, she has a key focus on building the capacity of leaders and teachers to ensure that every student leaves school strongly numerate and with the knowledge, skills, capabilities, and dispositions they need to support their chosen pathways and to make decisions in a mathematics-rich world.

Leonie Anstey
Leonie is passionate about leadership, mathematics and numeracy education. Leonie has worked extensively with school districts, systems and individual schools to enable all educators to make progress to meet their mathematics education goals. She holds a Masters of Education (Research) based on the skills and knowledge for mathematics teacher coaching. Leonie was formerly a principal in Victoria and worked extensively as a teacher and principal coach. Leonie's teaching background includes senior secondary, middle years and primary. She has also supported early childhood settings to implement mathematics and science strategies. In her role as education leader at MAV, she works with teachers and leaders to build knowledge, skills and dispositions in mathematics and numeracy. She leads the MAV team to develop resources to support schools to create excellent teaching and learning programs.

Christine Barnes
Christine is a dedicated mathematics educator with extensive experience. As the mathematics learning specialist at Deer Park North Primary School, she supports teachers through guided planning, modeling, and coaching. Passionate about empowering educators, Christine helps teachers of all levels build confidence and expertise, fostering impactful and meaningful mathematics teaching practices.

Dr Scott Cameron
Scott is a lecturer in mathematics education and clinical practice coordinator in the Master of Teaching (Secondary) program at the University of Melbourne. He oversees the professional development of pre-service teachers during their placement experiences. He teaches mathematics education subjects and is dedicated to enhancing pre-service teachers' pedagogical content knowledge to prepare them for effective classroom practice. Dr Cameron's PhD research investigated senior secondary students' use of computer algebra systems, exploring their attitudes, usage patterns, and influencing factors. Using a longitudinal mixed methods case study, his work provides valuable insights for integrating technology into mathematics teaching. Building on this foundation, he now examines the impact of emerging technologies, including mathematics analysis software and AI, on mathematics teaching and learning, reflecting his commitment to innovation in mathematics education.

Kate Copping
Kate is a lecturer in mathematics education and clinical practice coordinator in the Master of Teaching (Primary) program at the University of Melbourne. She teaches mathematics education in primary and early childhood/primary programs, building pre-service teachers' pedagogical content knowledge and oversees the professional development of pre-service teachers during placements. Kate has extensive teaching experience in Australia and the US. She has served as vice president of MAV, contributed to NAPLAN development, and was part of the RiMEA11 editorial team, supporting mathematics education research. Kate's PhD explores how primary mathematics leadership is conceptualised, experienced, and enacted in schools, positioning these leaders as key middle leaders. Her work informs school policy and decision-making, with a focus on teacher professional learning, assessment, and strategies to enhance student engagement and understanding in mathematics.

Ellen Corovic
Ellen is an experienced educator, focusing on enhancing efficacy in mathematics education. With fifteen years' experience in mathematics education as a consultant, a Master of Instructional Leadership, and a PhD in progress, she provides schools with coaching, advice, and consulting to reveal the joy in mathematics teaching.

Allan Dougan
Allan is an experienced educator and leader with expertise in educational leadership, education policy, and EdTech. Beginning his career as a mathematics teacher in Scotland, he progressed into leadership roles in both the UK and Australia, shaping educational strategy and school improvement. His work has spanned classroom teaching, school leadership, and global education projects, giving him a broad and deep understanding of the education landscape. As CEO of AAMT, Allan leads national efforts to support mathematics education, strengthen professional learning, and advocate for effective practices. With a passion for the intersection of education and technology, Allan is a sought-after speaker, committed to empowering teachers and improving student outcomes. His leadership continues to influence teaching and learning at both national and international levels.

Lucinda Edselius
Lucinda is acting director, teaching and learning, in the Department of Education's Curriculum and teaching practice division. Her responsibilities include leading implementation of the revised VTLM. Lucinda has led a range of public policy reforms across the education and other Victorian and Commonwealth portfolios. Lucinda started her professional life as a diplomat and holds a Master in Educational Policy (International), as well as qualifications in history, politics, philosophy and international political and economic relations.

Peter Fox
Peter is passionate about mathematics, education and the way technology can be used to engage, excite and enhance student

Learn more about your presenters (continued)

understanding. Peter taught high school mathematics for more than 25 years. He has used data logging, video analysis and interactive media for many years to help motivate and inspire students. Peter has also worked as a project manager at the University of Melbourne, taught DipEd students at Monash University, worked on VCAA course review and examination panels, provided resources and professional development in various regions around the world as they move to incorporate a range of technologies in the mathematics classroom. Peter works with Texas Instruments providing professional development, product development, website maintenance and teacher support.

Professor David Gurr

David is a professor of educational leadership in the Faculty of Education at the University of Melbourne. In a 45-year educational career, he has been a teacher, school counsellor, middle leader and an academic. David is a prolific writer and presenter focussed on all aspects of educational leadership and especially on successful school leadership and middle leadership. David is a founding member, and on the leadership groups, of the International Successful School Principalship Project, International Leadership Development Network and Association for Teacher Leadership and Scholarship. A former vice-president of the Australian Council for Educational Leaders, he was awarded the ACEL's most prestigious award, the gold medal, in 2014.

Ashhad Ibrahim

Ashhad is a passionate mathematics teacher at Brighton Grammar School. As head of enrichment, Ashhad leads and oversees the school's enrichment mathematics programme; which includes working closely with the Years 7-9 enrichment mathematics and Year 10 extension mathematics teachers to develop curriculum, increase content knowledge, and improve the teaching of problem-solving and other topics to students studying enrichment mathematics.

Jessica Kurzman

Jessica is the mathematics leader and learning and teaching leader at St Patrick's Primary School in Kilmore. With over 15 years of experience in mathematics leadership, she is deeply committed to enhancing teaching and learning for all. Jessica holds a Master of Education in Mathematics Leadership from Monash University, which has driven her passion for implementing whole-school change. Jess also consults for MAV, where she supports schools in adopting best-practice approaches to mathematics education.

Renee Ladner

Renee is a primary education consultant at MAV and has held positions as a numeracy leader and deputy principal in primary schools. With a Master's in Mathematical Leadership, Renee is committed to instilling a growth mindset in students and teachers. Her research highlights the impact of a stimulating mathematical environment on student motivation and wellbeing. Renee has facilitated whole-school changes in mathematical content delivery. At MAV, Renee collaborates with Victorian schools and provides professional development, planning assistance, coaching, and modelling to enhance mathematical education.

Di Liddell

Di is an education manager at MAV. Her role is focussed on collaborating with schools to create professional learning communities that nurture teachers' passion and skills in mathematics education, contributing significantly to the ongoing improvement of educational practices. With over two decades of experience in the education sector, spanning state, Catholic, and independent schools, both nationally and internationally, Di is a seasoned educator. Her leadership has been instrumental in driving educational initiatives to success. Her contributions have yielded tangible improvements in teaching methodologies, resulting in heightened engagement levels among both students and teachers.

Eamon Light

Eamon is a passionate educator who has 18 years of experience in a range of educational settings including primary schools and university. Eamon enjoys working with preservice and inservice teachers to build capacity and confidence in teaching Mathematics through promoting a balanced approach. Eamon's priority in mathematics education has always been to build mathematical minds through developing critical, creative and independent thinkers from an early age. Eamon has a passion for developing positive dispositions towards mathematics in young learners through building classroom culture, mathematical inquiry and using real life contexts to stimulate engagement.

Kevin McMenamin

Experienced mathematics specialist who is innovative in the use of technology in the classroom. Numerous involvements in VCAA assessing/curriculum writing/course construction projects. PD presentations linked to SAC writing, curriculum development and technology use in the classroom. Presenter of revision lectures to VCE students across Victoria. Regular presenter at the annual MAV conference. Authored numerous electronic materials in the mathematics field and co-written textbooks. Victorian Casio Classpad consultant and facilitator of 'in school' PD sessions showcasing the integration of CAS in classroom teaching and learning.

Patrick Mete

Patrick 'Patty' Mete is a mathematics teacher, mathematics curriculum and learning specialist, and mathematician. He has taught Year 5 to university mathematics at Haileybury and The Knox School, and as a teaching associate at Monash University. Patty completed his Honours in Mathematics in probability theory, optimisation and stochastics. Moving into teaching, Patty has developed a love for teaching upper-primary and lower-secondary school mathematics; the ability to catch students earlier in their mathematics learning, build a love of learning mathematics, and support the development of successful mathematics students and teachers at these pivotal year levels has been fulfilling for Patty. Patty's goals in mathematics education are to engage and challenge students through the creative application of mathematics and to develop and lead a culture and curriculum of informed mathematics learning.

Learn more about your presenters (continued)

Dr Carmel Mesiti

Carmel is a senior lecturer in mathematics education and course coordinator for the Master of Teaching (Primary) program at the University of Melbourne. With a career spanning primary, secondary, and tertiary education, she is a passionate educator and researcher focused on advancing mathematics teaching and learning. Dr Mesiti has served as a research fellow on the ARC-funded projects and led The International Classroom Lexicon Project, collaborating with research teams worldwide. Carmel's work explores mathematics teaching through video-based research, pedagogical language, and instructional approaches across cultures. Co-leader of the ICCR and research co-lead of MSTEG, she examines classroom practices and emerging methodologies, including generative AI for education. A former secondary mathematics teacher and head of mathematics, Dr Mesiti conducts professional development workshops, sharing insights from her extensive experience.

Dr Rohani Mohamad

Dr Rohani Mohamad is a senior mathematics teacher at Minaret College. She has taught senior and middle school mathematics classes including Mathematical Methods and General Mathematics. Prior to teaching in a Victorian school, she taught in Ontario, Canada and Malaysia. Victoria's school assessment model that combines school-based assessments and centralized examination had generated her interest to investigate local mathematics teachers' assessment practices. This topic has led her to pursue PhD research at the University of Melbourne, completed under the supervision of Emeritus Professor Kaye Stacey.

Brad Nguyen

Brad is a learning specialist and teaches primary maths. In his leadership role, he is responsible for managing curriculum and assessment, designing professional development and supporting colleagues through instructional coaching.

Dr Cath Pern

Cath is a lecturer in mathematics education at The University of Melbourne. She has taught in the Master of Teaching programs across all levels: early childhood, primary and secondary. Cath has provided professional development for South Australian teachers and educators in the Preschool Numeracy and Numeracy R-2 programs. She is particularly interested in the identification and assistance for students at all levels mathematically 'at risk' of not meeting national minimum standards and those who are not achieving their mathematical potential. Cath is also a senior research fellow in the assessment and reporting division at ACER. Cath developed mathematics Intervention, a program for Year 1 students mathematically 'at risk', which she continues to support. Her PhD investigated the links between fractional competence and algebraic reasoning of middle-years students.

Dr Angela Rogers

Angela is an experienced primary school teacher and numeracy leader. She was the editor of the MAV's teacher journal *Prime Number* for three years. Ange is a passionate presenter who regularly facilitates professional development for teachers and schools across Australia. In 2014 she completed her PhD in mathematics education focusing on developing the PVAT place value assessment. She lectures to pre-service teachers, and mentors teachers and leaders through her Numeracy Teachers Academy.

Justine Sakurai

Justine Sakurai is project lead at the University of Melbourne spearheading and teaching in a major program for the Victorian Academy of Teaching and Leadership on numeracy improvement. Justine is undertaking her PhD studies at the University of Melbourne. Her research seeks to examine theories of engagement and values with numeracy to explore the connections for upper-secondary low-performing mathematics students. Justine has well over two decades of experience as a teacher of mathematics and numeracy in Victorian secondary schools. She has taught in the public, private, community and VET sectors. She also lectures in initial teacher education at Deakin University. Justine has contributed to curriculum development and writing, benchmarking, quality assurance, and assessment. She is the editor of *Vinculum*, the secondary mathematics teacher journal for MAV.

Dr Amanda Samson

Amanda is a lecturer in education at the University of Melbourne. Amanda has a background in school leadership and research in Australian and London. Prior to joining the Faculty of Education, she worked in leadership consulting with a focus on career and professional development for educational leaders. She lectures in teacher education and is the course coordinator for the Master of Teaching (Secondary). Amanda is interested in leadership literacy, professional formation and flourishing. She has developed a mentoring program for both the Faculty of Education and the QLD Department of Education. Amanda works with intentional leadership, transformative pedagogies and the importance of flourishing.

Linda Shardlow

Linda is a clinical specialist with the University of Melbourne, supporting teacher candidates in the Master of Teaching (Secondary) streams. She is also a secondary mathematics learning and teaching specialist, skilled in instructional coaching, mentoring heads of faculty and has consulted with secondary schools to add value to their mathematics programs. Linda is passionate about the nexus between educational theory and teaching practice and developing and supporting both teachers and students of mathematics through self-efficacy. She has been head of department in numerous schools and has experience in government and independent schools, both single sex and co-educational.

Paul Staniscia

Paul Staniscia is a distinguished educational leader and currently the head of primary at Southern Cross Grammar. In 2023, he was recognised as an Australian Council for Educational Leaders (ACEL) Fellow, underscoring his commitment to educational

Learn more about your presenters (continued)

excellence and recognising his forward-thinking approach and significant contributions to education. With extensive experience in curriculum development, pre-service teacher education, teacher professional learning, and instructional leadership, Paul has worked across various educational settings to improve student outcomes and empower educators. He is passionate about fostering a culture of mathematical thinking, problem-solving, and engagement in classrooms. As an advocate for evidence-based teaching strategies, Paul supports schools in implementing effective pedagogical approaches that build both teacher capacity and student confidence in mathematics.

Jayde Williams

Jayde Williams is an assistant principal and mathematics leader. Her experience in education has seen her lead improvement teams to target wellbeing, engagement and most recently, restructuring her school's approach to mathematics to ensure it is founded in student-centred inquiry and connects the Victorian Curriculum with the International Baccalaureate primary tears program. She is passionate about providing equitable mathematics for all students, building a growth mindset in students to embrace challenging learning experiences, and working with teachers to build their pedagogical and content knowledge.

2025 MELBOURNE MATHEMATICS CONFERENCE

Dates

Wednesday 4 June 2025
Leadership in mathematics education (F-12)

Thursday 5 June 2025
Primary mathematics teaching and learning
Empowering early childhood educators

Venue

Kwong Lee Dow Building, 234 Queensberry St
Faculty of Education, The University of Melbourne

Time

9am–3.30pm, followed by happy hour.

Contact

For information about bookings email Di Liddell, dliddell@mav.vic.edu.au.

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