

Sustaining excellence in YuMi Deadly Maths
YDC Sharing Summit Program: Monday 29 October 2018

8:00–8:50	ARRIVAL AND REGISTRATION – ROOM S308, LEVEL 3, S BLOCK, RING ROAD, QUT KELVIN GROVE	
9:00–9:30 S308	Welcome session Traditional Welcome to Country – Uncle Sam Watson Welcome from Faculty of Education representative	
9:30–10:30 S308	Keynote 1: Mundanara Bayles, Managing Director, BlackCard <i>Developing cultural competence</i>	Mundanara’s philosophy is to ‘live and learn with our neighbours’. Her acclaimed educational workshops are informed and guided by Aboriginal Terms of Reference which include law, philosophy, ethics and governance, and are based on all the knowledge that Aboriginal people have accumulated, developed and practised over the many thousands of years they have lived on this Great South Island now known as Australia. This session will help all of us to work with Aboriginal people in a more meaningful way, by increasing our knowledge and understanding of Aboriginal culture, history, and Aboriginal English – to improve communication between Aboriginal and non-Aboriginal people.
10:30–11:00	MORNING TEA – ROOM S207, LEVEL 2, S BLOCK	
11:00–11:45 S308	Baringa State Primary School <i>Reflections on mathematics pedagogical practices: Using the YuMi Deadly Maths approach in a Year 2 class</i> Presenter: Camila Zuniga-Greve, 2017 STEM Award winner (formerly of Heatley State School, PRIME Futures Cluster 2, Townsville)	Join me as I share my planning and implementation of a Year 2 geometry unit using the YuMi Deadly Maths approach. Here we will explore how to engage all students; embed Aboriginal and Torres Strait Islander perspectives; and use multipurpose resources as well as digital resources to support the teaching and learning of mathematics.
11:00–11:45 S307	Mount Barker Community College (PRIME Futures Cluster 10, Albany) <i>Year 7 fractions and other topics</i> Presenter: Jinx Orton	This presentation will demonstrate some of the tools and tasks developed at Mount Barker Community College to explore and teach mathematics to Year 7 students. Magnetic vinyl sheets cut into a variety of shapes: tangrams, fractions (rectangular unit and circular unit), triangles, composite figures. Origami, used to illustrate angle properties and consolidate mathematical language and concepts whilst improving hand-eye coordination. Algebra using mint tins. Sweet fraction-walls using sour straps.
11:45–12:30 S308	Kippa-Ring State School (PRIME Futures Cluster 4, Brisbane North) <i>The why and how of YuMi at Kippa-Ring State School</i> Presenters: Jen Carter, Kim Paewai	This session will present a variety of information about our YuMi journey to date, including our Kippa YuMi team, how the school uses North Coast Region Diagnostics to inform planning of YuMi lessons, and what the students think about YuMi. It will also give you an insight into how YuMi lessons are working in our classes. We’ll look at a Measurement lesson using RAMR and talk about how we are engaging staff, learners and their families in YuMi-styled math tasks. Additionally we’ll look briefly at how YuMi works with our SEP students. Finally, we’ll present a YuMi activity before opening the session up for questions and discussion.
11:45–12:30 S307	Mount St Bernard College Herberton (PRIME Futures Cluster 8, Far North Queensland) <i>YuMi at MSB</i> Presenter: Laura Hardess	The focus of my presentation will be on how we implemented the YuMi program at our school. Many photos, videos and notes will demonstrate our shared successes, challenges and activities we undertook. The presentation will highlight how we utilised RAMR and language development for our ESL students, as well as sharing resources with teachers and support staff. A program has been developed to train staff to use the program throughout the school and sustain it. We hope you will be as excited as we are in the progress we have made through YuMi.
11:45–12:30 S207	Victoria Park State School (YDM Centre for Excellence, YDM NQ and AIM Early Understandings) <i>Sustaining YuMi Maths in upper school</i> Presenter: Emma Goodman-Jones	This session will describe a hands-on approach to sustaining YuMi Maths in an upper school classroom that doesn’t require an extensive Pinterest obsession or fancy over-the-top resources.

12:30–1:15	LUNCH – ROOM S207, LEVEL 2, S BLOCK	
1:15–2:00 S308	Elizabeth Vale Primary School (PRIME Futures Cluster 6, Adelaide) <i>YuMi Deadly journey and reflection</i> Presenter: Sarah Trevena	This presentation will discuss the journey we have taken as a school to support teachers to learn about the pedagogy, effectively implement and follow the RAMR cycle to improve student engagement in maths.
1:15–2:00 S307	Gnowangerup District High School (PRIME Futures Cluster 10, Albany) <i>What does it mean to be a successful YuMi Maths student?</i> Presenter: Amanda Nicholas	Gnowangerup District High School is located in regional Western Australia. It caters for students in Kindergarten to Year 10. Many students leave our school after Year 6 to board at city private schools. The students who stay into Years 7–10 are generally from lower socio-economic backgrounds, some with behavioural issues, and many with below-benchmark numeracy and literacy understandings. These are students who do what they can to avoid work, they ‘hate’ chalk and talk lessons, and they would be happy to be given ‘easy’ worksheets. This presentation will incorporate a show-and-tell of some of the YuMi activities that have developed these students into interested, engaged learners who are becoming students who enjoy the struggle of Maths.
1:15–2:00 S207	Redcliffe Special School (YDM Special Schools) <i>Firming up the foundations: Sustaining excellence in YuMi Deadly Maths</i> Presenters: Maureen McKenna, Erica Ortiz	Building on our story from 2017 – <i>Our story so far</i> – saw the importance of establishing a clear focus within the school as to why YuMi Deadly Maths is an approach suited to delivering mathematic outcomes for students with a disability. By identifying to improve student engagement and outcomes in mathematics we are aiming to re-shape teacher thinking about the importance of teaching mathematics by providing real-life, hands-on learning experiences. Utilising whole school maths data, we identified a focus area for mathematics teaching – Estimate and Calculate – to target our approach in teaching mathematics using the YuMi Deadly approach. Current teaching practices have focused on developing teachers’ understanding of the ‘Reality’ for mathematical teaching and the ‘Abstraction’ – Body, Hand and Mind learning experiences that bring this maths learning alive for our learners.
2:00–2:45 S308	Karna Plains School (PRIME Futures Cluster 6, Adelaide) <i>Connecting learning with our wetlands</i> Presenter: Natasha Trestrail	This presentation will share how our school uses YuMi strategies to connect with our wetlands and make links with students’ Aboriginal culture. The unit is linked with Humanities and Social Sciences and looks at mapping and location.
2:00–2:45 S307	Springfield Central State High School (Online Junior Secondary Maths Program) <i>Making maths real / getting students to help teach each other</i> Presenters: Melissa Hardman, Michael English	Melissa will talk about Springfield Central SHS’s new semester-long short course in numeracy (based on the QCAA 2018 syllabus), and strategies learned from the online Junior Secondary Maths Program in creating effective learning for students. The aim of this course is to enable students who are disengaged and failing general mathematics to understand and use key mathematical concepts they will need for general maths in life, and to create some personal financial literacy, as well as gain their numeracy ticket. Michael will talk about how his peer feedback system improves student learning, and the Springfield Central SHS Indigenous Support Program.
2:00–2:45 S207	Ooonooba State School (YDM North Queensland, Townsville) <i>Getting down and deadly with YuMi Maths</i> Presenters: Nicole Azpiri, Jillian Milton	Join us as we get set to embark on the next leg of our YuMi journey. In order to create and sustain excellence in maths, we have set forth on a project to embed YuMi across all year levels of our school. This journey, being led by our YuMi Champions, will take some of our staff into uncharted territory as we guide, support and challenge them to incorporate the RAMR cycle into their classroom mathematics pedagogy. We envisage, by the completion of the 2019 school year, that YuMi will be clearly evident across all classrooms and in the school grounds so that we can engage and enhance the mathematics learning of our students. Improvement in teaching, engagement and learning are important, because at Ooonooba State School – ‘our students are worth whatever it takes’.
2:45–3:00	CLOSE OF DAY ONE	

Key:

Plenary sessions (all attend)
 Concurrent sessions – room S308
 Concurrent sessions – room S307
 Concurrent sessions – room S207

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YDC Sharing Summit Program: Tuesday 30 October 2018

8:00–8:50	ARRIVAL AND REGISTRATION – ROOM S308, LEVEL 3, S BLOCK, RING ROAD, QUT KELVIN GROVE	
9:00–9:45 S308	<p>Welcome and introduction</p> <p>Keynote 2: Scott Gorringer, Director, Murrinatters Consulting, and Fellow of the Australian Rural Leadership Foundation</p> <p><i>Challenging the deficit discourse across the Indigenous landscape</i></p>	<p>The complexity of challenging a dominant Australian discourse of deficit across the Indigenous landscape requires a process that encourages inquisitiveness, reflectiveness, robustness and courage. The Indigenous landscape carries with it such political and racialised assumptions that it makes our ‘streams of knowing’ run deep with murky waters. The complexities across this landscape in health and education, for example, are most often limited by a negative framing, of a ‘knowing’ that constrains thinking and conversation, thus preventing different and possibly more effective initiatives to emerge and be implemented.</p> <p>Successive Australian Governments and most critically Indigenous peoples themselves repeat the same patterns of thinking driven by the same disabling assumptions which lead to the same approaches we have experienced in the past, with limited success. The <i>Closing the Gap</i> reports 2016-17-18 are indicative of this problem.</p> <p>‘Circles’ and the assumptions of enacting them can provide a powerful way forward in addressing the challenge of rejecting deficit discourse in the Indigenous space. Circles can enable the conversation to think differently about these complex challenges and move toward initiating a conversation free of deficit discourse and negative framing of Aboriginality. They enable robust, courageous, and trusting relationships to form, which transform conversations and approaches toward a different, more informed framing across the Indigenous landscape. How can they support your work?</p>
9:45–10:30 S308	<p>Mount Barker Community College (PRIME Futures Cluster 10, Albany)</p> <p><i>Place value – Year 1</i></p> <p>Presenter: Bindi Wallinger</p>	<p>This presentation will explore the concept of place value and provide engaging activities using the maths mat and ten frames within a Year 1 context. It will discuss how we can extend activities to promote excellence. We will also share some other ways YuMi has been implemented across Mount Barker Community College.</p>
9:45–10:30 S307	<p>Emerald State High School (PRIME Futures Cluster 1, Emerald)</p> <p><i>Internalising the YuMi approach – linear algebra</i></p> <p>Presenter: Rajiv Bhar</p>	<p>My HoD was one of the first people from my school introduced to YuMi Deadly several years ago. While on a period of non-contact time, I noticed him take his Year 8 class out to the basketball courts and I decided to follow. What followed next was a lesson that drew surprising insight and understanding from students new to linear algebra. After getting him to reflect on his planning for that lesson, I could see how he had incorporated the YuMi Deadly approach implicitly. This session will go into what I learned from him.</p>
10:30–11:00	MORNING TEA – ROOM S207, LEVEL 2, S BLOCK	
11:00–11:45 S308	<p>Caboolture East State School (PRIME Futures Cluster 4, Brisbane North)</p> <p><i>Making it balance</i></p> <p>Presenters: Julie Simper, Dannielle Newman</p>	<p>This presentation is suitable for teachers in the early years – Prep to Year 2. We will demonstrate a cycle of learning that embeds the RAMR framework and aims to support students’ early misconceptions regarding the ‘equals’ sign. This is particularly important as research shows us that many students have misconceptions involving the ‘equals’ sign and equivalence. The presentation will include a series of practical, hands-on activities used to ‘make number balance’ in an early years’ classroom.</p>
11:00–11:45 S307	<p>Loganlea State High School (XLR8 and PRIME Futures Cluster 7, Brisbane South)</p> <p><i>Deadly Maths at Loganlea State High School</i></p> <p>Presenters: Adam Rafferty, Mereena Joseph, Andrew Steele</p>	<p>Adam will talk about engaging students in XLR8 using Numeracy Ninja. Mereena, who has actively participated in PRIME Futures, will go through a practical example of using fraction sticks to teach simplifying fractions, equivalent fractions and addition and subtraction of fractions with different denominators. Andrew will talk about challenges and highlights of teaching using Deadly Maths over the past 7 years.</p>
11:00–11:45 S207	<p>Cranbrook State School (PRIME Futures Cluster 2, Townsville)</p> <p><i>The Cranbrook journey: Where to from here?</i></p> <p>Presenters: Jeff Capell, Samantha Negra</p>	<p>Cranbrook has been on a journey to improve the school’s maths results focussing on the number strand. Our content is based around the Big Ideas for number and YuMi is the pedagogy. The students’ attitudes to maths have changed and all current staff have been coached around the RAMR. But, where do we go from here to ensure its sustainability?</p>

11:45–12:30 S308	Spencer Park Primary School (PRIME Futures Cluster 10, Albany) <i>Enthusiastic maths learners</i> Presenter: Fiona Kowald	Spencer Park Primary School is a K–6 school located in south-west Western Australia. This presentation will share how YuMi pedagogy is creating a space where teachers and students learn together. Hear experiences from our school and join in with hands-on practical activities from a Year 4 class that have resulted in high levels of engagement and enthusiastic, motivated maths learners and teachers.
11:45–12:30 S307	Mullewa District High School (PRIME Futures Cluster 9, Geraldton) <i>Mullewa District High School Intervention Program</i> Presenter: Rebecca Pracy	In Term 1 2018, our school began an intervention program following the YuMi Deadly Maths RAM-R Cycle. Our intervention program targeted Pre-Primary to Year 8. Every student made progress, and within the first 5 months, 50% of our kids had moved up 1–2 year levels in maths. Follow our journey and see what we have been up to.
11:45–12:30 S207	Victoria Park State School (YDM Centre for Excellence, YDM NQ and AIM Early Understandings) <i>YuMi Deadly Maths is sustainable at Victoria Park State School</i> Presenter: Faye Boys	Purposeful and timely professional development, AIM EU, YuMifying NAPLAN practice, engaging the community through gardening, cooking and Fiestas, linking to Digital Technologies, resourcing classrooms. All ways we've made YuMi Deadly Maths real life for teachers and students so that sustainability is achieved.
12:30–1:15	LUNCH – ROOM S207, LEVEL 2, S BLOCK	
1:15–2:00 S308	Annandale State School (YDM Centre for Excellence and YDM North Queensland) <i>YuMi Deadly Maths approach to problem solving: Linking problem-solving strategies and approaches to real-world problems</i> Presenter: Nikky Guilfoyle	Year 3 students were not applying the problem-solving framework independently. I reflected and wondered: <i>If I provide a real-world problem, will they independently apply this process?</i> ... This is our story.
1:15–2:00 S307	Associate Professor Gillian Kidman, Monash University <i>YuMi Deadly knowledge, understanding and learning: The untold story of the educator</i>	This presentation will explore the nature of YuMi Deadly knowledge, understanding and learning from the perspective of the educator. Through a reflection on practice, I will explore how YuMi Deadly skills have benefited my teaching, and helped others succeed in a variety of settings. I will explore how I became increasingly more critical of my teaching, leadership and transcultural awareness, and how I have been able to leverage my capabilities across into different contexts. The skills I learnt through YuMi Deadly Maths have become increasingly more important for success in my current position and no doubt for the rapidly changing future in a forever changing global world.
2:00–2:45 S308	Rockville State School (YDM Centre for Excellence and YDM Toowoomba) <i>Using data to inform our teaching</i> Presenters: Vicky Broderick, Rebecca Carter	This presentation will explore Rockville State School's YuMi Deadly Maths journey which began in 2015. Rockville began investigating YuMi Deadly Maths after a priority school review identified Numeracy as a narrow focus for improvement. We will outline the lengthy process we have undertaken in order to embed a whole school approach to improving Numeracy outcomes as well as facilitate the sustainability of YuMi Deadly Maths within our school. The following key areas will be explored: Rockville's Numeracy Lockdown; long-term teacher investment; 'train-the-trainer model' – modelling, staff meetings, pedagogical walk-throughs; breeding teacher self-efficacy to ensure program success; identifying and addressing problematic areas; using rigorous data collection to inform teaching and planning for success; facilitated data collection; planning for success; and collegial engagement.
2:00–2:45 S307	Glenala State High School (PRIME Futures Cluster 7, Brisbane South) <i>Transformations: 'Flip the Fish'</i> Presenters: Kelly Snelling, Terri O'Callaghan	A lower secondary mathematics lesson linking traditional Indigenous cooking methods with Transformations. Flip the Fish is a visual and kinaesthetic experience through use of the RAMR approach. Engagingly, the lesson allows students to recognise three types of Transformations (Flip, Slide, Turn) and understand that the shape still has the same size, area, angles and line lengths. Come and Flip a Fish with us!
2:45–3:00	SUMMIT CONCLUSION	

Key:

Plenary sessions (all attend)
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