

14th Annual
Hawker Brownlow
**Thinking &
Learning**
Conference

TRACY ZAGER

THURSDAY 18

**Teaching Students to Make
Connections in Maths**

Session 3

MELBOURNE



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TRACY ZAGER

Tracy Zager loves teaching and learning. As a student, she studied mathematics, geology and physics at Wellesley College, physics and economic and social history at the University of Oxford as a Rhodes scholar, and teaching with an emphasis on special education at the University of Washington in Seattle. She finally traded in her backpack for a teacher's tote, and happily taught fourth grade in a public (state) school for several years. When her daughters came along, she gave up her classroom to work with pre-service teachers and their in-service mentors. After many years in adult education in a wide range of urban, suburban and rural schools, Tracy began extensive field research for her 2017 book, *Becoming the Maths Teacher You Wish You'd Had: Ideas and Strategies from Vibrant Classrooms*.



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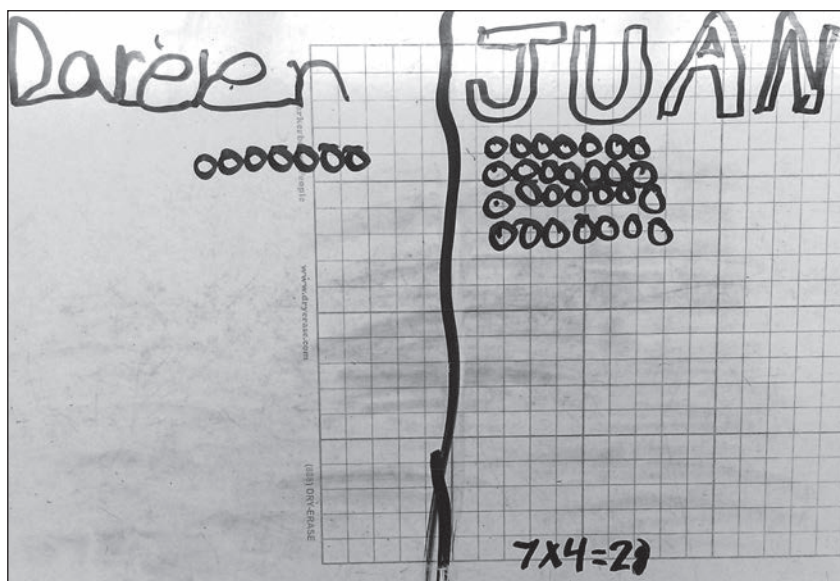
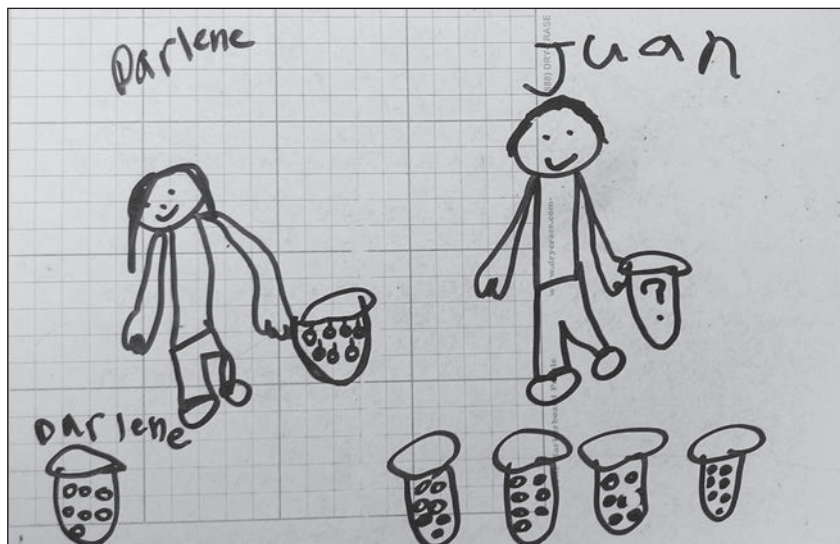
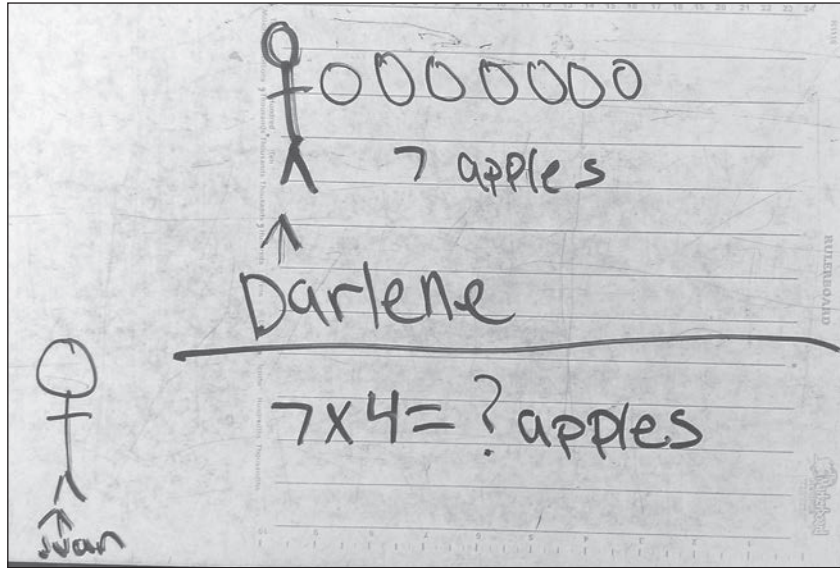


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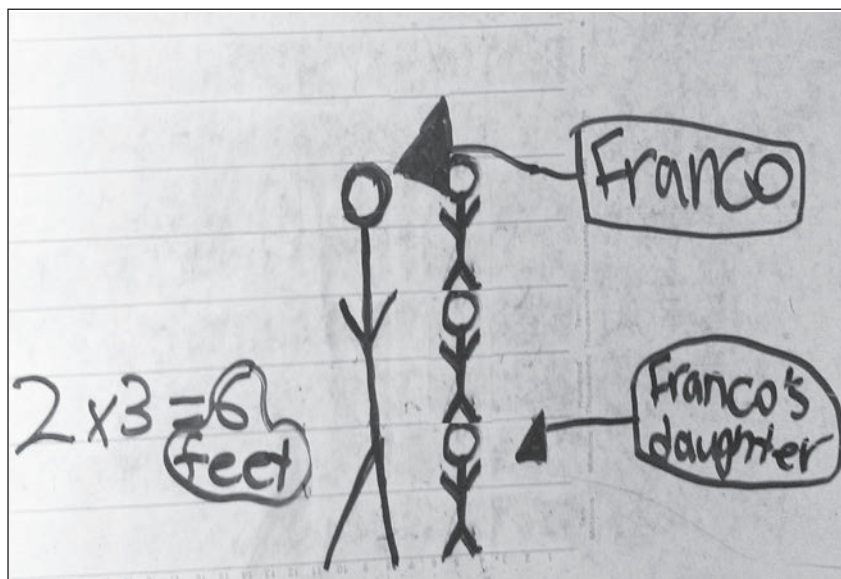
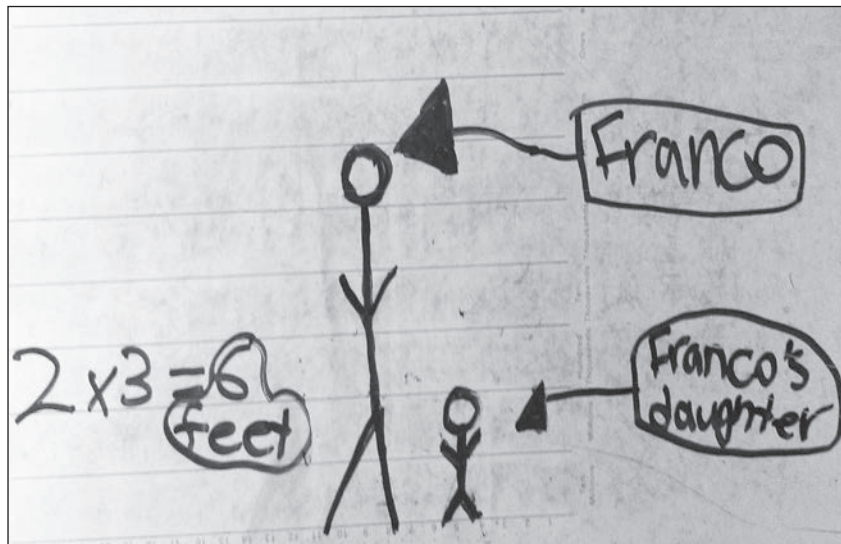
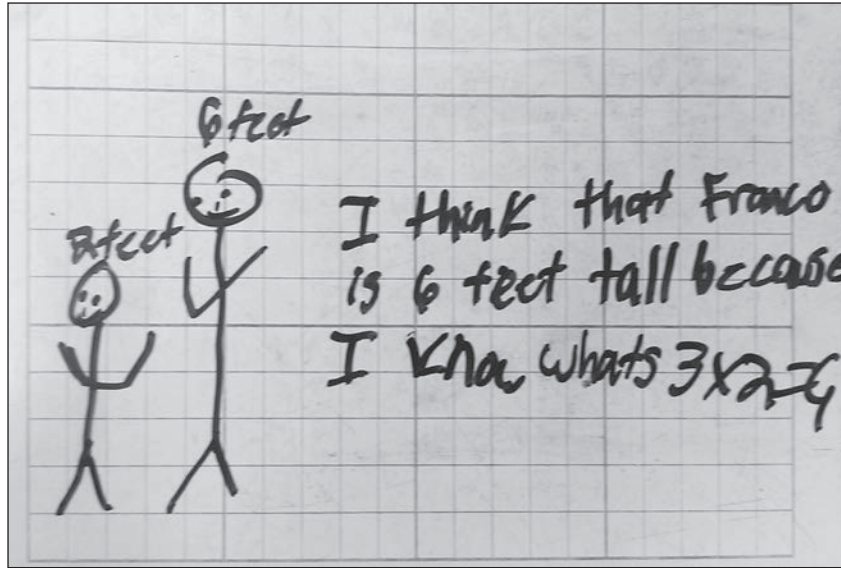
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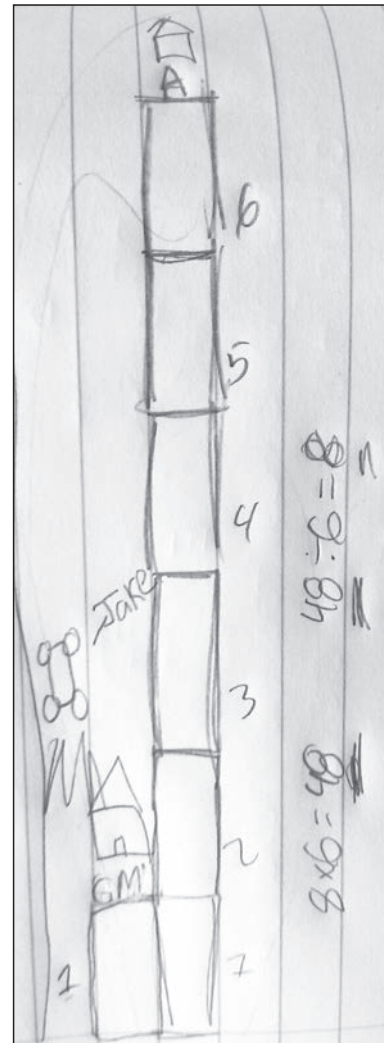
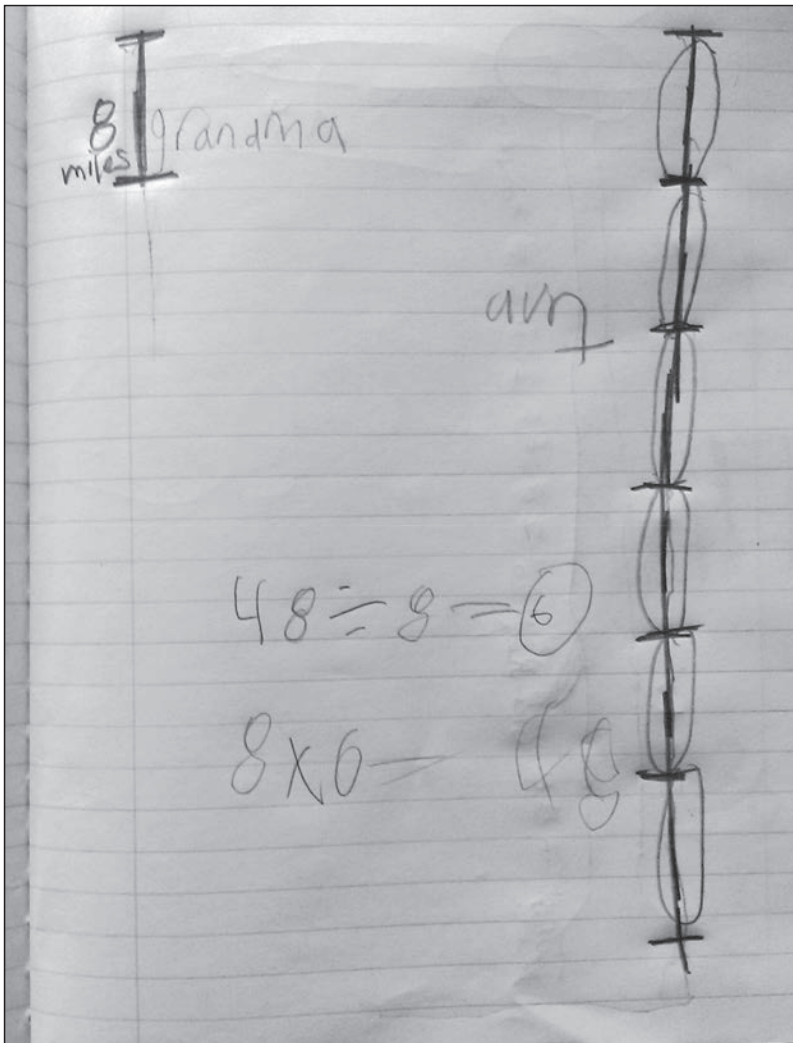
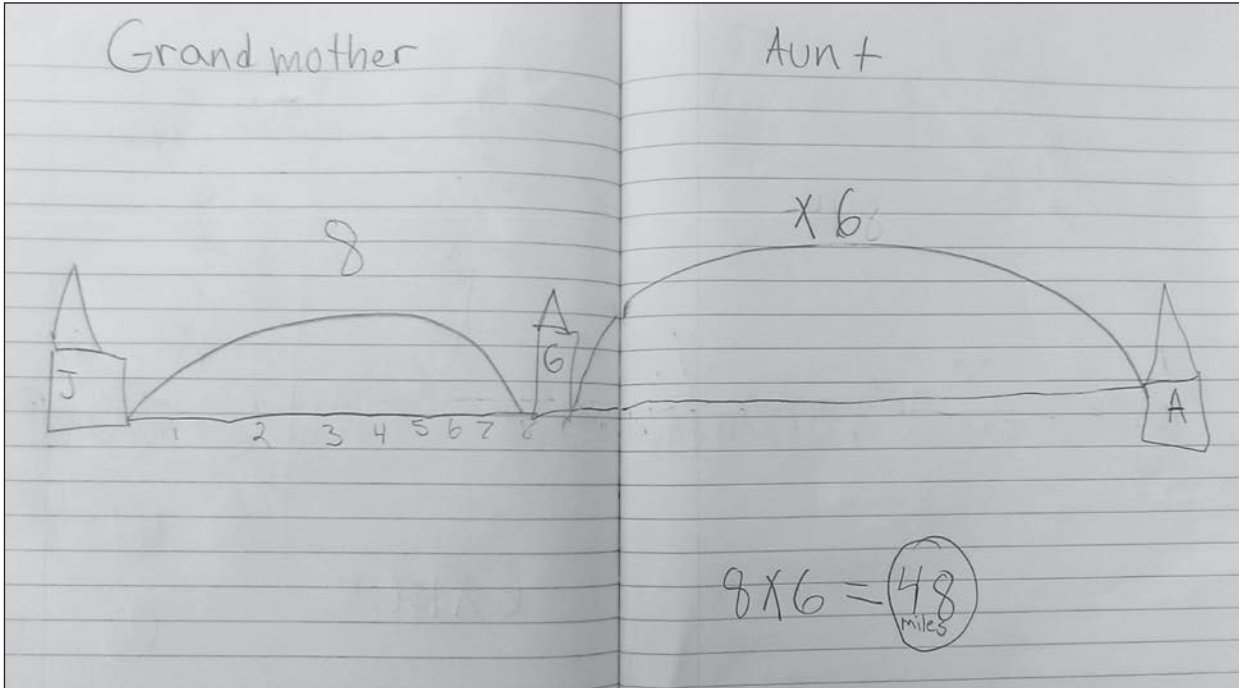
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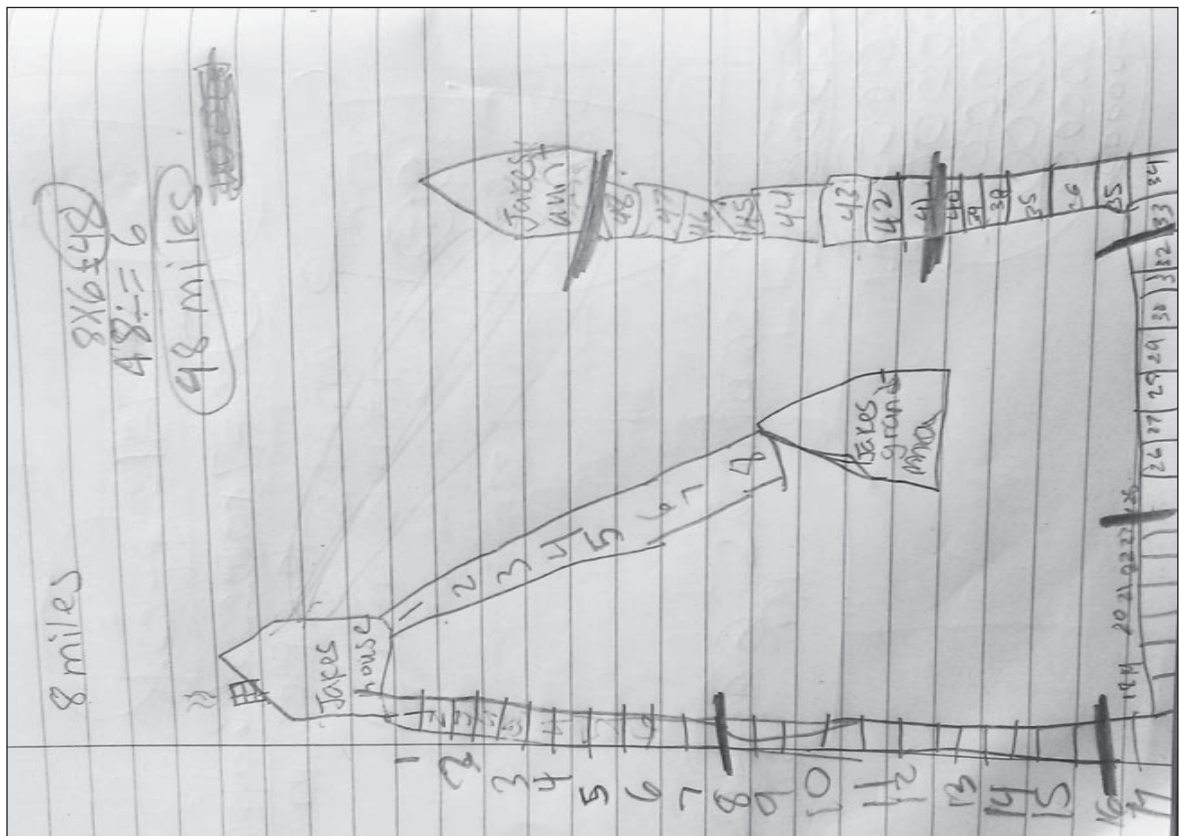
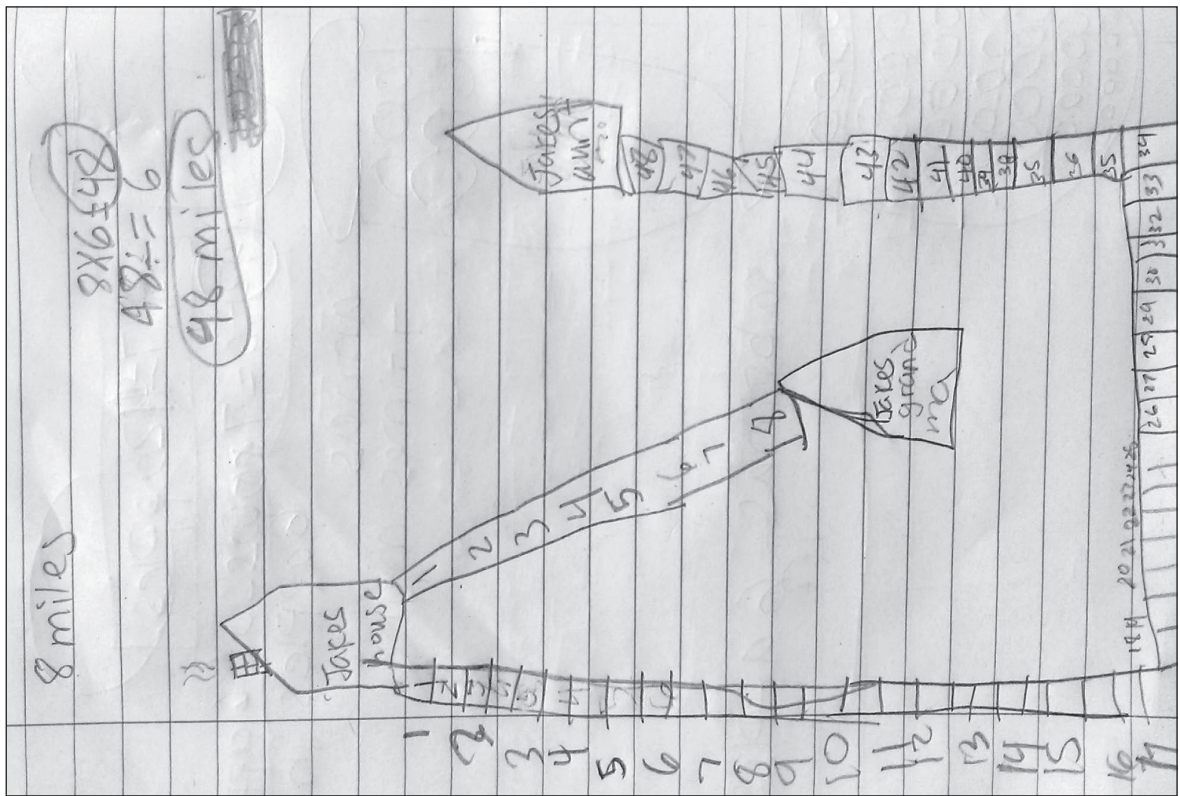
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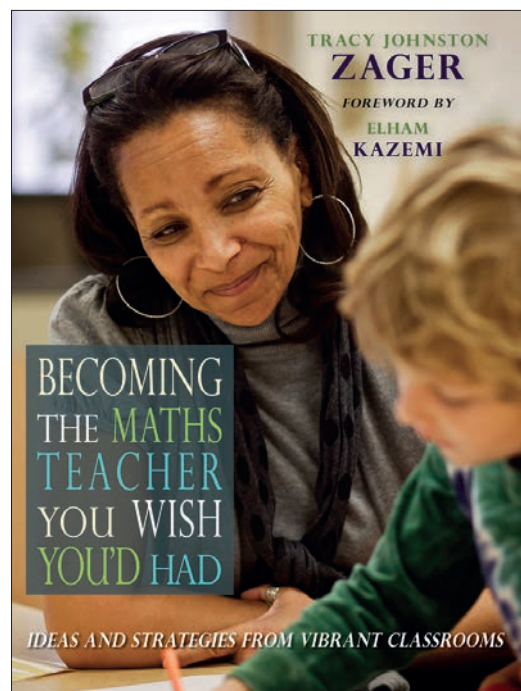
Becoming the Maths Teacher You Wish You'd Had

While mathematicians describe mathematics as playful, beautiful, creative and captivating, many students describe maths class as boring, stressful, useless and humiliating. In *Becoming the Math Teacher You Wish You'd Had*, Tracy Zager helps teachers close this gap by making maths class more like mathematics.

Tracy spent years observing a diverse set of classrooms in which all students had access to meaningful mathematics. She partnered with teachers who helped students internalise the habits of mind of mathematicians as they grappled with age-appropriate content. From these scores of observations, Tracy selected and analysed the most revealing, fruitful, thought-provoking examples of teaching and learning to share with you in this book.

Through these vivid stories, you'll gain insight into effective instructional decision making. You'll engage with big concepts and pick up plenty of practical details about how to implement new teaching strategies.

All teachers can move toward increasingly authentic, delightful, robust mathematics teaching and learning for themselves and their students. This important book helps us develop instructional techniques that will make the maths classes we teach so much better than the maths classes we took.



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