



Who Teaches the Teachers: Conversations for, with and about Being an Educational Leader in any Subject



PRESENTED BY

Peter Liljedahl



SERIES SESSIONS

Date	Time
May 03, 2021	4:00 PM - 6:30 PM
May 17, 2021	4:00 PM - 6:30 PM
May 31, 2021	4:00 PM - 6:30 PM



LOCATION

Online

FEE

\$125.00

QUESTIONS?

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Program

The role of a school, district or provincial lead is to work with teachers to evolve their teaching practice. Who helps leads to develop their practice?

In this **series of three** workshops we will look at what it means to be a curriculum lead. The workshops will explore a number of reified professional development structures, strategies, and practices for helping teachers realize their professional growth goals. Participants will leave the series with a number of tools they can put into immediate effect within their varying roles, grades and subject areas.

Presenters

Peter Liljedahl

Dr. Peter Liljedahl is an Associate Professor of Mathematics Education in the Faculty of Education and an associate member in the Department of Mathematics at Simon Fraser University in Vancouver, Canada. He is the coordinator of the MSc and PhD Program in Mathematics Education and is a co-director of the David Wheeler Institute for Research in

Mathematics Education at Simon Fraser University.

He is the former vice-president of the Canadian Mathematics Education Study Group and the current president of the International Group for the Psychology of Mathematics Education. Dr. Liljedahl serves on the editorial boards of ESM, JMTE, MTL, FMEJ, MERJ, and CJSMT and is a senior editor of IJSME. He has authored or co-authored 7 books, 17 book chapters, 26 journal articles, and over 50 conference papers. Dr. Liljedahl is also a member of the executive of the British Columbia Mathematics Teachers Association (BCAMT) and co-editor of their flagship journal, Vector.

Dr. Liljedahl is a former high school mathematics teacher who has kept his research interest and activities close to the classroom. His research interests are creativity, insight, and discovery in mathematics teaching and learning; the role of the affective domain on the teaching and learning of mathematics; the professional growth of mathematics teachers; mathematical problem solving; numeracy; and engaging student thinking. He consults regularly with schools, school districts, and ministries of education on issues of teaching and learning, assessment, and numeracy.

Registration Notes

This session is possible through funding from Alberta Education.

Open to AB residents ONLY.



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