As I write this it's a couple of weeks after the Easter Conference in Swansea. I went to some brilliant sessions, met new people and caught up with those I've met in previous years. Swansea University provided an excellent venue. I would like to congratulate Karen Wintle for organising conference in 2011, and 2012.

Doug Williams provided an excellent start to the conference with a plenary that really made me think about the way in which mathematics is best learnt, and the importance of encouraging enthusiasm and confidence to explore problems. The middle plenary, Cockcroft 30 years on, by Barbara Ball, Kath Cross and George Knights was particularly interesting as the report, and subsequent activity, would have been going on as I went through the education system. Finally, the closing plenary from Els de Geest was an entertaining end to the conference. It was an interactive session, and very thought provoking.

As always I tried to choose a variety of style of session during conference and enjoyed them all. The A-level Statistics session provided some interesting ideas for ways in which topics could be presented, and a few new ways to think about some of them. In addition, I went completely out of my own area of work, A-level teaching, when I attended the session on working mathematically with infants, and while the activities themselves would not be suitable for my classes, some of the ideas about the way delivery is structured made me think about doing something similar. I would recommend anyone coming to conference not to dismiss sessions just because the level does not match their ‘phase’. After an informal session in the workshop looking at board games I then explored other puzzles and games and came away with some interesting problems still needing to be solved. Finally a session involving some geometric reasoning gave me the opportunity to explore working on problems as part of a group.

But, conference is not just about attending sessions and plenaries – there are also the social activities, and the workshop. The workshop is my favourite venue at conference. It is a place where you can do origami, build models, or discuss ideas that came out of your sessions and all in a relaxed setting.

We are already planning for next year, but it is important for us to know your opinions of Conference 2012. In particular, what did you like? And what would you want to see improved? If you didn’t fill in a feedback form please email us at cpd@atm.org.uk with comments, including items that you would like to see in future conferences.

Similarly, if you decided not to come to conference I would be interested to hear of anything you think would encourage you to attend in the future.

The success of Conference relies on the excellent sessions offered by members, so thank you again to everyone who ran sessions. If you haven’t run a session before, but might be interested in doing so, then please let us know. If you feel nervous about running a session for the first time then tell us what you need and we’ll try to help – perhaps there are two people in different parts of the country who would like to run a session on a similar theme and would both feel happier running the session together.

The coming year looks set to be a busy one as ATM is involved in the planning for BCME in 2014. BCME is run under the auspices of JMC, and brings together all of the mathematics education community, giving an opportunity to hear about current research in mathematics education, and to share thoughts with a wider range of delegates. I hope that you will join us, both in Sheffield in 2013 and at BCME the year after.

Andrew Roberts, Conference Organiser.

Members of GC 2012-2013
Alison Clark-Wilson, Tony Cotton, Jocelyn D’Arcy, David Lawrence, Lynne McClure, Joe Murray, Sue Pope (chair), Andrew Roberts, Jayne Stansfield, Ruth Tanner, Vivien Townsend, John White, Karen Wintle, Liz Woodham, Kevin Young.
The attached document has been downloaded or otherwise acquired from the website of the Association of Teachers of Mathematics (ATM) at www.atm.org.uk

Legitimate uses of this document include printing of one copy for personal use, reasonable duplication for academic and educational purposes. It may not be used for any other purpose in any way that may be deleterious to the work, aims, principles or ends of ATM.

Neither the original electronic or digital version nor this paper version, no matter by whom or in what form it is reproduced, may be re-published, transmitted electronically or digitally, projected or otherwise used outside the above standard copyright permissions. The electronic or digital version may not be uploaded to a website or other server. In addition to the evident watermark the files are digitally watermarked such that they can be found on the Internet wherever they may be posted.

Any copies of this document MUST be accompanied by a copy of this page in its entirety.

If you want to reproduce this document beyond the restricted permissions here, then application MUST be made for EXPRESS permission to copyright@atm.org.uk

The work that went into the research, production and preparation of this document has to be supported somehow.

ATM receives its financing from only two principle sources: membership subscriptions and sales of books, software and other resources.

Membership of the ATM will help you through

- Six issues per year of a professional journal, which focus on the learning and teaching of maths. Ideas for the classroom, personal experiences and shared thoughts about developing learners’ understanding.
- Professional development courses tailored to your needs. Agree the content with us and we do the rest.
- Easter conference, which brings together teachers interested in learning and teaching mathematics, with excellent speakers and workshops and seminars led by experienced facilitators.
- Regular e-newsletters keeping you up to date with developments in the learning and teaching of mathematics.
- Generous discounts on a wide range of publications and software.
- A network of mathematics educators around the United Kingdom to share good practice or ask advice.
- Active campaigning. The ATM campaigns at all levels towards: encouraging increased understanding and enjoyment of mathematics; encouraging increased understanding of how people learn mathematics; encouraging the sharing and evaluation of teaching and learning strategies and practices; promoting the exploration of new ideas and possibilities and initiating and contributing to discussion of and developments in mathematics education at all levels.
- Representation on national bodies helping to formulate policy in mathematics education.
- Software demonstrations by arrangement.

Personal members get the following additional benefits:

- Access to a members only part of the popular ATM website giving you access to sample materials and up to date information.
- Advice on resources, curriculum development and current research relating to mathematics education.
- Optional membership of a working group being inspired by working with other colleagues on a specific project.
- Special rates at the annual conference
- Information about current legislation relating to your job.
- Tax deductible personal subscription, making it even better value

Additional benefits

The ATM is constantly looking to improve the benefits for members. Please visit www.atm.org.uk regularly for new details.

LINK: www.atm.org.uk/join/index.html