



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



PRESENTED BY

Peter Liljedahl



SERIES SESSIONS

Date	Time
February 28, 2022	4:00 PM - 6:30 PM
March 14, 2022	4:00 PM - 6:30 PM
April 04, 2022	4:00 PM - 6:30 PM



LOCATION

Zoom Online Meeting - Zoom

FEE

\$100.00

QUESTIONS?

Contact Us:

403-381-5580

REGISTER ONLINE

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sapdc.ca

Learning Opportunity

In this series of three workshops we continue to look at what it means to be a curriculum lead, consultant, coach, and/or teacher leader. The workshops will explore a number of reified professional development structures, strategies, and practices for helping teachers realize their professional growth goals while at the same time working on our own professional growth goals as leaders. This series of workshops are for new participants as well as participants who partook in last year's series of three workshops.

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 CJSMTTE 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

If you are unable to attend the "live" session, the session recording will be available for 30 days for you to view.



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