<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Speaker and Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00 -10.30</td>
<td>Coffee and registration</td>
<td>Leman &amp; Noyes Working Group Mathematics Education and Policy</td>
</tr>
</tbody>
</table>
| 10.30 – 11.30| Kyriacou and Goulding  
* A systematic review of raising pupil motivation in KS4 maths | Barwell  
* Exploring a discursive perspective on mathematical explanation                       |
|              | Turner  
* I wouldn’t do it that way: trainee teachers’ feelings of restrictions in their mathematics teaching |                                            |
| 11.30 – 12.00| Koukkoufis and Williams  
* Teaching integer operations in the primary school: a semiotic analysis | Pope and Fox  
* Gifted and talented mathematicians                                                   |
|              | George  
* Mediating mathematics: rules and other things in Caribbean classrooms |                                            |
| 12.00 – 13.00| Frank Eade: *Trialling Realistic Mathematics Education (RME) in English Secondary Schools | Lunch                                                                                   |
| 13.00 – 14.00| Frank Eade: *Trialling Realistic Mathematics Education (RME) in English Secondary Schools | AGM                                                                                     |
| 13.30 – 14.00| Pampaka and Williams  
* What do teachers believe about problem solving in their maths classrooms? | Asghari, Inglis and Mejia-Ramos  
* On the minimality of mathematical definitions                                           |
|              | Calder, Brown, Hanley, Darby  
* Forming conjectures within a spreadsheet environment | Hansen and Jackson  
* To what extent do trainee teachers feel prepared to use software in their mathematics teaching? |
| 14.00 – 14.30| Williams  
* Mathematics assessment for learning and teaching: an overview | Huntley  
* An evaluation of primary trainees’ views of the subject knowledge audit process     |
|              | Karaagac  
* The tension between teacher beliefs and teacher practice: the impact of the institutional context |                                            |
| 14.30 – 15.00| Petridou and Williams  
* Identifying sources of invalidity in a mathematics test from the point of view of misfitting examinees | Ryan  
* Profiling the subject matter knowledge of pre-service teachers                         |
|              | Huntley  
* Between paradigms | Hanley  
* Students setting up their own business – a mathematical activity                     |
| 15.00 – 15.30| Petridou and Williams  
* Identifying sources of invalidity in a mathematics test from the point of view of misfitting examinees | Huntley  
* An evaluation of primary trainees’ views of the subject knowledge audit process     |
|              | Karaagac  
* The tension between teacher beliefs and teacher practice: the impact of the institutional context |                                            |
| 15.30 – 16.00| Ryan  
* Profiling the subject matter knowledge of pre-service teachers | Hanley  
* Between paradigms | Akitt, Monaghan and Sheryn  
* Students setting up their own business – a mathematical activity                     |
| 16.00        | Afternoon Tea                                                           |                                           |