Envisioning Equitable Mathematics Education: Promoting relevance and engagement

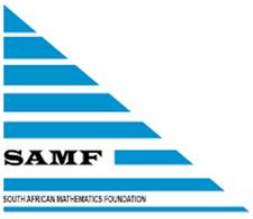
The Association for Mathematics Education of South Africa

PROGRAMME

30th Annual National Congress of The Association for Mathematics Education of South Africa (AMESA)

30 June - 4 July 2025
University of Limpopo
Polokwane
Limpopo Province

Our Sponsors



Message from the AMESA PRESIDENT

Welcome to our 30th Annual AMESA congress, the annual meeting of Mathematics Education researchers and practitioners from all over the world. This congress takes place at the same time when the eyes and ears of South Africans and the world are focused on the G20 Summit. The Education Working Group (EdWG) led by Director General Mr. Mweli is hard at work, reshaping education policies both within the country and across Africa. As AMESA we take this opportunity to wish them well. As AMESA we are playing our part with our theme **"Envisioning Equitable Mathematics Education: Promoting Relevance and Engagement"**

Let me thank our Congress Director, Professor Zwelithini Dhlamini and his local organizing committee (LOC), Dr Kgaladi Maphutha, his deputy Professor Paul Mutodi and his deputy Professor Kabelo Chuene and the team. You did a splendid job so far organizing this congress. Thank you.

To all plenary speakers, local and international, I say the warmest welcome. Let me single out Rebecca Maluleke, the educator plenary speaker from Limpopo. She is the product of the AMESA Limpopo Annual Seminar. The seminar encourages educators to present their reflections on their classroom practices. It is an absolute pleasure to welcome you all.

On a sad note, this Congress is the first Congress after the passing of Mr. Aarnout Brombacher in February this year. He was AMESA's 3rd President (1998 – 2002). He chaired a Ministerial Task Team (2004/5) and Panel (2009) - both concerned with the implementation of NCS Mathematics and was a member of the working group that developed the Mathematics Subject Statement (GET). Shall we please honor him with a moment of silence. May His Soul Rest in Peace. Thank you.

I am looking forward to your active participation and engagement throughout the week.

Nkhensani Duba

President

Message from the 2025 Congress Director

Welcome to the AMESA 30th Annual National Congress held at the University of Limpopo in the Limpopo Province. The Congress theme **"Envisioning Equitable Mathematics Education: Promoting Relevance and Engagement"** ascends to Congress 2025 at a time where robust current debates and policy changes bombarded the education landscape to address the inequalities and social injustices emanating from our past. Issues of **language, resources, access, relevance** and **engagement** continue to cloud Mathematics Education. Parallel to that, equity, social justice, redistribution, access and emancipation remains a myth to the majority. I plead with teachers, scholars and policy makers in their robust engagements during this week to provide solutions for South Africa, Africa and the world.

After a hectic year, I thank all LOC members for their hard work, dedication and sleepless nights that ensured that we prepare and host yet another memorable Congress in 2025. Their esteemed enthusiasm, teamwork, commitment and devotion cannot go unnoticed. Also, the National Organising Committee and the AMESA Council, you provided guidance, support and functioned as a loadstar in the journey of preparing and delivering Congress 2025. To our strategic and key partners, the Limpopo Department of Education, the entire team joined and pumped needful energy to the LOC and opened closed doors in key government Departments. Our sponsors, you will not doubt pledging your funds to Congress 2025. Lastly, I thank the entire Management of the University of Limpopo for their wisdom that they bestowed on the entire LOC and the provision of resources to deliver this AMESA Congress that you will record in the history University.

To all delegates, now that you have reached the 30th Congress, sit back and enjoy the rich academic programme and the splendid entertainment that you will experience in the entire week.

Prof Zwelithini Bongani Dhlamini

Message from the AMESA Limpopo President

“Warm greetings to the AMESA National Congress!

We extend a hearty welcome to all delegates, speakers, and guests who have gathered in the beautiful province of Limpopo to share knowledge, expertise, and passion for mathematics education. May this congress be a platform for enriching discussions, innovative ideas, and meaningful connections that will shape the future of mathematics teaching and learning in South Africa.

We hope you will engage actively, share your experiences, and take away valuable insights that will inspire and empower you to make a positive impact in your classrooms and communities. As we come together in this vibrant province, we trust that the stunning landscapes and warm hospitality of Limpopo will complement the intellectual fervour and camaraderie that define our gathering.

Over the next few days, we look forward to exploring cutting-edge approaches, debating best practices, and celebrating successes in mathematics education. We are excited to learn from each other, forge new partnerships, and strengthen existing ones.

As we embark on this journey of discovery and growth, we acknowledge the critical role that mathematics education plays in shaping the future of our nation. We recognize the tireless efforts of teachers, educators, and researchers who work to inspire and motivate learners to reach their full potential.

Wishing you all a productive, inspiring, and enjoyable experience at the AMESA National Congress in Limpopo! May your time here be filled with stimulating conversations, thought-provoking presentations, and lasting connections.”

Bila V

Limpopo AMESA Chairperson

Plenary Speakers

Dr Pete Wright
(International Plenary Speaker)

Pete has been a Senior Lecturer (Education and society) at the University of Dundee in Scotland since September 2022. Prior to that he was Associate Professor of Mathematics Education for 11 years at UCL Institute of Education in London. He has taught on a variety of teacher education programmes at Bachelors, Masters and Doctoral level. He previously taught mathematics for 15 years in comprehensive schools in London, Newcastle-upon-Tyne and Brighton (England), and in a rural school in Kenya. Other posts in education include 5 years working for a curriculum development project and 2 years as a local authority consultant. Pete's research interests include issues of equity and social justice in mathematics teaching, critical mathematics education, curriculum change, and participatory action research. He has been Principal Investigator on four research projects, which have focused on working collaboratively with teachers of mathematics to translate theories relating to equitable teaching into classroom practice. He is currently Convenor of the Teaching Maths for Social Justice Network (www.mathsocialjustice.org), which was established in 2021.

Prof Satsope Maoto

Professor Satsope Maoto, C2 NRF rated researcher, is the current Executive Dean: Faculty of Humanities at University of Limpopo. She had the opportunity to teach mathematics and mathematics education at all levels of education. She taught primary teachers under a project then called Primary Mathematics Project (PMP) while teaching at a High School and later at a College of Education. When she joined academia in April 2000, she lectured mathematics education for both pre-service and in-service undergraduate and postgraduate courses. Her teaching experience at all levels and her research areas for both her Masters and Doctoral degree in mathematics education shaped her research focus. Her research focus is on classroom practice and delves into issues of mathematics teaching, learning and assessment. This focus later expanded to include the comprehension of mathematics and mathematics teacher training from the perspective of reform. She believes it is within such a perspective that mathematics educators manage to create rich learning environments that enhance learners' reasoning and thinking using the frames of reference of mathematics as a discipline. Her research output also interrogates issues from her viewpoint of mathematics education as not limited to teaching and learning. She argues that if mathematics education was limited to teaching and learning, it would not impact curriculum reform as in the introduction of Mathematics Frameworks for Teaching in South Africa. Successful implementation of the Framework also related to the core of mathematics education research depends on national (and sometimes international) comparative assessments, technology and economics. Such contingencies are driven by critical issues on mathematics education which in South Africa are inclusive of the relevance of mathematics to context.

Plenary Speakers

Prof Anil Kanjee

Anil Kanjee is a Professor at the School of Education, Tshwane University of Technology, and heads the Research Programme on Assessment and Future Learning. He also serves as a Research Fellow at the Oxford Centre for Educational Assessment. His work focuses on addressing the challenge of equity and quality in education. His area of research includes; Enhancing the use of classroom and large-scale assessments to improve learning for ALL; Monitoring and evaluation of education systems, programmes and projects, Learner rights, learner voice and learning across schools in different poverty quintiles; Application of Item response theory for enhancing the reporting and use of assessment results; Developing models of teacher professional development to address equity gaps in schools. Currently he is supporting the DBE, and teacher unions, to: Scale up the national Assessment for Learning Pedagogical Strategy in all schools; and enhance the use of the TIMSS and Systemic Evaluation results to improve policy and practice.

Dr Aarifah Gardee

Aarifah Gardee is a South African Mathematics Education lecturer and researcher at the University of the Witwatersrand. She holds a PhD in Mathematics Education from the same institution. Her research primarily focuses on learners' mathematical identities in secondary schools, with a particular interest in how these identities are shaped by both classroom and broader contextual factors. Recently, her work has expanded to explore the influence of mechanisms such as equity, socio-economic status, and experiences related to race and gender on learners' mathematical identities. Driven by a passion for social justice, Aarifah is committed to empowering all learners and students to see mathematics as a transformative tool for personal and societal empowerment.

Dr. Amartya Goswami

Dr. Goswami is affiliated with both the Department of Mathematics and Applied Mathematics at the University of Johannesburg and the National Institute for Theoretical and Computational Sciences (NITheCS). His current research interests include associative rings and algebras, general topology, order, lattices, and ordered algebraic structures. He has authored 28 peer-reviewed articles and has delivered 41 talks at national and international conferences, seminars, and workshops. Since 2016, he has been co-organising a special session on Categories, Algebra, Topology, and Logic (CATL) at the South African Mathematical Society's (SAMS) annual conference. As of this year, he holds the position of Vice President of SAMS. He is also currently the Scientific Chair for the pending focus area Mathematical Structures for Foundations and Innovation under NITheCS. He has more than 16 years of teaching experience at the undergraduate and postgraduate levels at various institutions in South Africa

Plenary Speaker

Rebecca Maluleke

Ms R Maluleke is a foundation phase Senior Education Specialist coordinating Mathematics and Coding and Robotics in the foundation phase. Her speciality is elementary Maths. She obtained her JPTD AT LEMANA College in 1995, B-Ed Degree in ECD and Foundation Phase in 2013 University of KwaZulu Natal (UKZN), ECD with the University of South Africa (UNISA). She was employed by the Department of Education in 1996 as a teacher for 22 years, promoted to be a Departmental Head in 2018 and in late 2018 promoted to be a Senior Education Specialist for foundation Phase in Mopani East District. She is heading a pilot for Teaching Mathematics with Understanding (TMU) in five schools in the district. Since then, she has been conducting teacher development workshops on topics such as TMU and lesson study. She is also a Head of Mathematics in the Provincial Reading Competition for foundation phase in Limpopo Province. Presented a Plenary at Limpopo AMESA regional conference in 2022 and 2023. Attended an international conference organized by JICA (Japan, at Waseda University) in 2022. Participated in the development of DBE's learning and teaching material for grade 1-3 in Mathematics, configuring Diagnostic Assessment for grade 3 and versioning of material and ATPs to Xitsonga mother. She has diverse and extensive experience and qualification in Foundation Phase Mathematics Education. She gained this through engaging in different academic structures and her innovative teaching methods positioned her as a valuable asset in the field of mathematics education in the foundation phase coupled with excellent leadership.

Panel Discussions

Panel Discussion 1	
Prof Zingiswa Jojo – Panel Chair	The discussion unpacks the Congress theme by focusing on the Sub-themes. The panel discussion will focus on: a) Engagement on access and marginalisation of teaching, learning and assessment in Mathematics Education. b) Equitable teaching and learning of Mathematics Education for relevance in learner identity and power. c) Promoting social justice in the provision of relevant quality Mathematics Education in a decolonialised society. d) Marginalisation and redistribution of resources to promote relevant and equitable Mathematics Education.
Pete Wright	
Satsope Maoto	
Anil Kanjee	
Aarifah Gardee	
Amartya Goswami	
Rebecca Maluleke	

Panel Discussion 2	
The discussion focuses on three aspects, 1. The role of the teacher, the discussions' scope will be on knowledge, skills, assessment required by Mathematics, Mathematical Literacy, Technical Mathematics teachers to produce quality results. 2. Learners' attributes, willingness to learn, adapting to current learning in schools, perseverance on the cognition required to succeed even with difficult questions, preparedness to succeed at Tertiary MST qualifications and, 3. Advocacy by Schools and Districts, focus on learner improvement, quality, school's accountability and performance of districts in Mathematics, Mathematical Literacy and Technical Mathematics. The following are the panel members and their responsibility to the identified aspects of the panel discussion.	
Nkhensani Duba (AMESA President):	*Chair*
Satsope Maoto:	*The role of teacher*
Vasuthavan Govender:	*Learners' attributes*
Seliki Tlhabane:	*Advocacy by Schools and Districts*

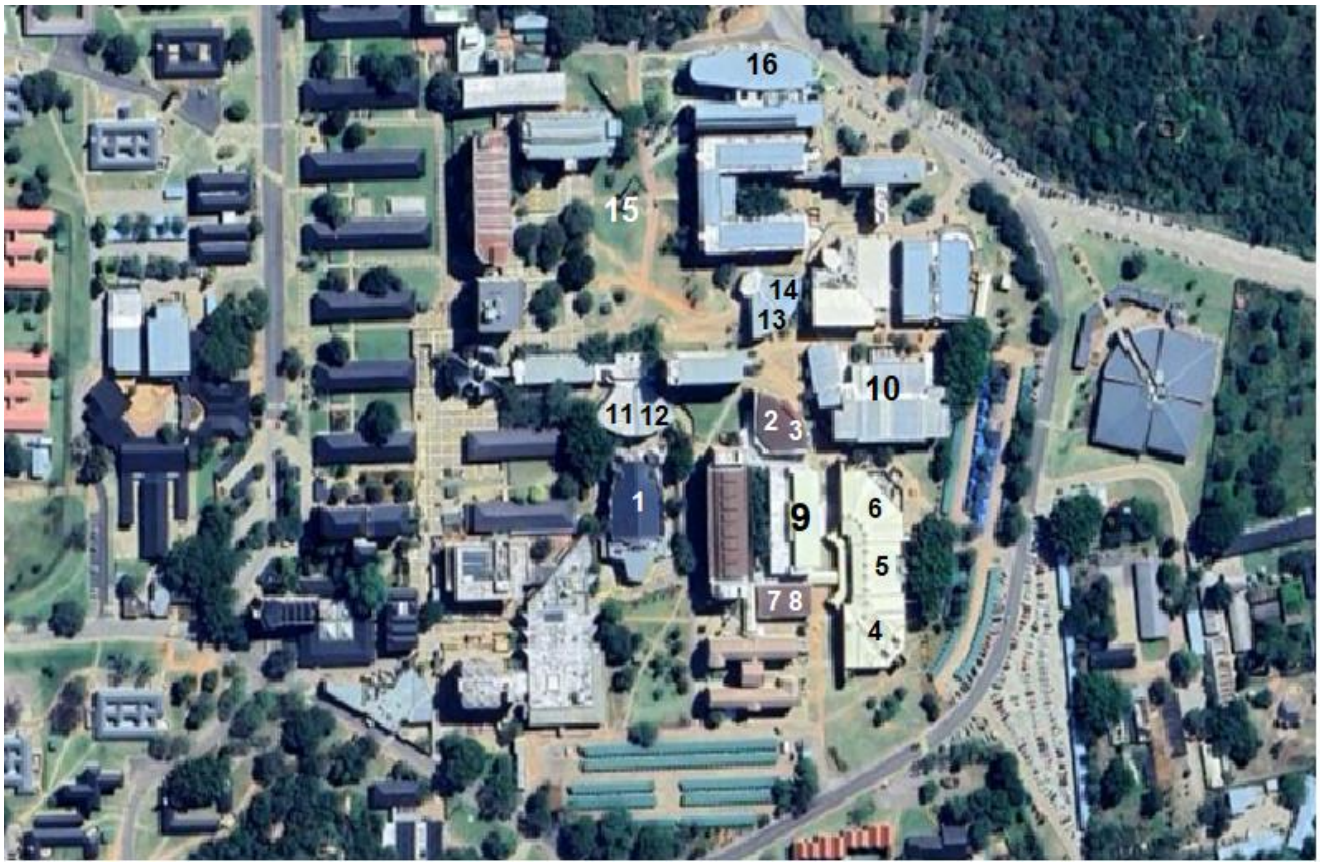
Local Organising Committee (LOC)

Zwelithini Dhlamini	***Congress Director***
Nkhensani Duba	***Congress Deputy Director***
Kgaladi Maphutha	***Congress Deputy Director***
Vutomi Bila	***AMESA Limpopo Chair***
Paul Mutodi	***Congress Academic Coordinator***
Kabelo Chuene	**Deputy Academic Coordinator**
Siphiwe Sihlangu	Dina Mamashela
Aaron Tau	Ntshayheni Ramudzuli
Langa Ranta	Pepetla Tema
Ray Duba	Dimakatso Muthelo
Sanny Mothuke	Masoga Phala
Buti Doubata	Maria Moja
Tlou Mabotja	Molatelo Ramohale
Kenneth Madimetja	Maupi Letsoalo
Lemekoana Kgone	Ishmael Sello
Moatlhudi Gae	Manthiba Letsoalo
Serute Ramaila	Kodupo Maphatane
Morongwa Tau	

National Organising Committee (NOC)

Nkhensani Duba:	*Sponsorship, logistics, Plenary Speakers, Chairperson of NOC*
Zingiswa Jojo;	*Academic matters and Programme*
Diapo Makhubela:	*Correspondence and NOC secretary*
Onicca Molokwane-Thibodi:	*Sponsorship/ Finances*
Alwyn Olivier:	*Webmaster, Curriculum issues and Logistics AMESA*
Nombulelelo Mandindi:	*Congress Secretary, Registration*
Veni Mabena:	*Conference organisation, in preparation for Congress 2026*
Zwelithini Dhlamini:	*Congress Director, LOC Chairperson*
Kgaladi Maphutha:	*Deputy Congress Director*
Ray Duba:	*Congress organisation and logistics*
Phillip Dikgomo:	*Congress organisation and Sponsorship*
Tovhowani Maswime:	*Congress organisation and Sponsorship*
Buti Doubata:	*Webmaster UL*

UL Campus Venue Map



Map Key	Hall	Map Key	Hall	Map Key	Hall
1	Tiro hall & Foyer	8	R70	15	Q – block assembly
2	R40 & Foyer	9	DMSTE BIO DMSTE MATH DMSTE CHEM DMSTE MICTRO	16	Auditorium 1 Auditorium 2
3	R43	10	COMP LAB 1		
4	TA	11	KA		
5	TB	12	KB		
6	TC	13	KC		
7	R75	14	KD		

Legends

AUDIENCE COLOUR KEY CODES

FP	IP	SP	FET	MTE

	Presentation types
LP	LP
SP	SP
HIT	HIT
WS	WS
MM	Maths Market
SIG	Special Interest Group
FS	Follow-up Session
PS	Plenary Session
COMP	Computer
AC	Activity Centre

TIME	Monday 30th June 2025		VENUE
08h00 09h45	**REGISTRATIONS**		**R40 FOYER**
09H00 09H30	**TEA** **Stations 1: Q block assembly**		
10h00 12h00	**Opening Ceremony** *All attendees to be seated by 09h50 please		TIRO R40, TC
12h00 13h00	Lunch Stations 1: Q block assembly		Multiple Stations
13h00 14h00	Plenary session 1: Prof Satsope Maoto Chair: Prof Maupi Letsoalo *Title: Envisioning Equitable Mathematics Education: Promoting Relevance and Engagement*		TIRO R40, TC
14h00 14h25	Follow-up Plenary session 1: Prof Satsope Maoto Chair: Prof Maupi Letsoalo *Title: Envisioning Equitable Mathematics Education: Promoting Relevance and Engagement*		TIRO R40, TC
14h30 16h30	Parallel session 1		Multiple
	Category	Presentation	Venues
14h30 15h30	LP 1	Exploring Grade 11 Learners' Conceptualisation of the Nature of Roots of Quadratic Equations by **Sive Ndluzonke and Benjamin Tatira** **Chair: Mr Vutomi Bila**	R40

15h30 16h30	LP 2	Analysing 11th Grade Learners' Level of Understanding of Exponential, Hyperbolic, and Parabolic Functions by **Amokelo Given Maweya and Kereng Gilbert Pule** **Chair: Ms Sanny Mothuke**	R40
14h30 15h00	SP 1	How to Engage Learners in South African Mathematics Classrooms through Problem-Solving with Cultural Relevance by **Bongani Mlambo** **Chair: Dr Ishmael Sello**	R43
14h30 15h30	HIT 1	Visualising and Sketching Inverse Functions by **Maweya Amokelo**	TA
14h30 15h30	HIT 2	Re-imagining Imaginary Numbers for Conceptual Understanding by **Dr Herman Tshesane**	TB
15h30 16h30	HIT 3	HIT Income Tax (Taxation) by **Dr Joel Osei-Asiamah**	TA
14h30 16h30	WS 1	Applications of mathematical modelling as an instructional strategy in South African schools by **Duncan Mhakure, Wisani Hlangwani & Miranda moodley**	TC
14h30 16h30	WS 2	Supporting teachers to implement mother tongue-based bilingual education in multilingual mathematics classrooms by **Anthony A Essien; Shemunyenge Taleiko Hamukwaya; Kate Sehowa**	KA
14h30 16h30	WS 3	Building bridges: a geometric transformation from the concrete to the abstract by **Christiano Mthethwa, Tumelo Mokhele & Oratilwe Ledwaba**	KB
14h30 16h30	WS 4	Maski Maths Content for GET: Leveraging Digital Tools for Effective Teaching and Learning by **Thandi Kgosana**	KC
14h00 16h00	WS 5	Problem Solving in FET by **Susan Carletti and Jenny Campbell**	KD
14h00 16h00	WS 6	Practical ways to teach Space and Shape using Bala Wande materials and methodologies by **Vuyokazi Mafilika, Tutula Diniso & Ingrid Sapire**	DMSTE MICRO
13h00 17h30	Activity Centre	**Cambridge University Press**	TIRO Hall FOYER
16h30 17h00	TEA BREAK Stations 1: Q block assembly		Multiple stations
17h00 18h00	AMESA Regional Meetings		Multiple Venues
	Eastern Cape		R70
	Free State		R75
	Gauteng		R40
	Kwazulu-Natal		R43
	Limpopo		TC
	Mpumalanga		TA
	Northern cape		TB
	North-West		KA
	Western Cape		KB
	Welcome Dinner Polokwane		Jackbotes hall

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TIME	Tuesday 01st July 2025		VENUE
08h30 09h30	Plenary session 2: Rebecca Maluleke Chair: Mr Ray Duba *Title: From Classroom Practice to Systemic Support: Envisioning Equitable Mathematics Education in Limpopo's Foundation Phase*		TIRO R40, TC
09h35 10h35	Parallel session 2		Multiple venues
	Category	Presentation	
09h35 10h35	FS	Followup Plenary session 2: Rebecca Maluleke Chair: Mr Ray Duba *Title: From Classroom Practice to Systemic Support: Envisioning Equitable Mathematics Education in Limpopo's Foundation Phase*	TIRO HALL
09h35 10h35	LP 3	Common Errors that Point to More Profound Learner Misconceptions in Their Solving of Algebraic Equations by **Dumisani Mgidi and Viren Ramdhan** **Chair: Dr Onicca Thibodi**	R40
09h35 10h35	LP 4	Unlocking Mathematics and Accounting Potential: Exploring Teaching Strategies that Spark Student Motivation in Tshwane North District Secondary School by **Mmathapelo Phungo** **Chair: Mr Martin Tshabalala**	TA
09h35 10h35	LP 5	Fostering Mathematical Thinking: The Impact of Grade 9 Teacher Questioning Strategies by **Chipo Mangwiro and France Masilo Machaba.** **Chair: Mr Diapo Makhubela**	TB
09h35 10h05	SP 2	Mathematics teachers' perceptions of using AI in the classroom: the case of Gauteng province in South Africa by **Matindike, F. and Ramdhany V.** **Chair: Prof Duncan Mhakure**	R43
09h35 10h35	HIT 4	Using the Array Method and Number Expansion by **Suwakazi Lebohang**	KA
09h35 10h35	HIT 5	How do I use base 10 bricks, Place value cards and abacus to teach numbers and data handling by **Ndaba Neo & Maxwell Marcus**	KB
09h35 10h35	HIT 6	Introduction of Common Fractions Using Objects by **Letshego Rapulana**	TC
09h35 10h35	MM	**SMD Technologies (SHARP calculator)**	R70
09h35 10h35	MM	**THE ANSWER EDUCATION PUBLISHERS**	R75
10h35 11h00	TEA BREAK		Multiple stations
	Stations 1: Q block assembly		
11h00 13h00	Parallel session 3		Multiple venues
	Category	Presentation	
11h00 13h00	WS 4	Building a Foundation by Understanding, Comparing, and Ordering Fractions Practically, By Using Visual and Colorful Manipulatives and Integrating Language and Life Skills by **Mary-Ann Keswa**	TA
11h00 13h00	WS 5	Teaching integers and algebraic expressions using Algebra Tiles by **Fusi Rantene.**	DMSTE MICRO
11h00 13h00	WS 6	Automaticity in foundation phase mathematics by **Lerato Mohale.**	TC
11h00 13h00	WS 7	Hands-on Desmos WS for Grades 7 – 12 (smart phones or laptops recommended) by **Jenny Campbell**	COMP
11h00 13h00	WS 8	Fostering mental mathematics competence in grades 2 and 3 by **Kate Sehowa; Anthony A Essien; Shemunyenge Taleiko Hamukwaya**	KA
11h00 13h00	WS 9	Hands-On Problem Solving for Grade 7 (with a special focus on using a visual approach) by **Jenny Campbell, Susan Carletti & ; Gretel Lampe**	KB
11h00 12h00	LP 6	Integrating Specialized Teaching Methods from Special Schools into Mainstream Mathematics Education at the Foundation Phase by **Dineo Molise and Kakoma Luneta.** **Chair: Vasuthavan Govender**	R40
12h00 13h00	LP 7	The Role of Artificial Intelligence in Enhancing the Teaching of Mathematics Concepts by **Benadette Aineamani.** **Chair: Gerome Johnson**	TB

12h00 13h00	LP 8	Exploring the deductive nature of Mathematics on some Trigonometry results by **Vasuthavan Gopaul Govender.** **Chair: Dineo Modise**		R40
12h00 12h30	SP 3	Exploration of the experiences of mathematically gifted high school learners in a formal education setting by **Gerome Johnson, Brantina Chirinda and Frikkie George** **Chair: Benadette Aineamani**		R43
11h00 12h00	HIT 7	Exploring Visual Mathematics for Grade R by **Shamain Kamele.**		DMSTE MATH
11h00 12h00	HIT 8	Maths Connections by **Thobile Nyathi.**		DMSTE BIO
11h00 12h00	MM	Bringing Gaps and Building Minds: Using Manipulatives and Digital Tools to Drive Equitable and Engaging Mathematics Learning by **Lulama Mpambani**.		DMSTE CHEM
11h00 13h00	Activity centre	**Cambridge University Press**		TIRO hall FOYER
13h00 14h00	Lunch Stations 1: Q block assembly			Multiple stations
14h00 15h00	Plenary session 3: Dr. Amartya Goswami **Chair: Dr VG Govender** *Title: From integers to lattices through geometry.*			TIRO R40, TA
15h00 16h00	Parallel session 4			Multiple venues
	Category	Presentation		
15h00 16h00	FS	Follow-up Plenary session 3: Dr. Amartya Goswami **Chair: Dr VG Govender** *Title: From integers to lattices through geometry.*		TIRO hall
15h05 16h05	Panel Discussion	Special interest Groups 1: Problem solving: **VG Govender**		KA
15h05 16h05	Panel Discussion	Special interest Groups 2: Indigenous Knowledge Systems: **Neil Eddy.**		KB
15h05 16h05	Panel Discussion	Special interest Groups 3: Academic Writing: **ZB Dhlamini**.		TC
15h05 16h05	Panel Discussion	Special interest Groups 4: Primary School Mathematics Teaching:		KC
15h05 16h05	LP 9	A Comparative Study of Two Grade 6 Textbooks' Presentations of the Representation Modes and Sub-Constructs of Fractions by **Duduzile Sibiya and Anthony A Essien** **Chair: Ms Ramudzuli**		R40
15h05 16h05	LP 10	Investigating Preservice Teachers' Knowledge of Universal Design for Learning in 21st Century Mathematics Classrooms by **Felix O. Egara, Moeketsi Mosia, Mirriam M. Moleko, Puleng D. Motseki, Themba M. Mthethwa, Mathomo M. Moila & Nomathamsanqa A. Wongo.** **Chair: Mr P Tema**		TA
15h05 16h05	LP 11	Enhancing Mathematics Performance through Bootcamp Interventions for At-Risk Students by **Frikkie George and Nwabisa Mbeki** **Chair: Pastor J Gae**		TB
15h05 16h05	Poster 1	Integrating Indigenous Knowledge Systems in teaching concepts of position in space, and shape, time, and transformation in the foundation phase by **Mamogale SM**		R43
14h00 17h00	MM	**Education platform**		DMSTE BIO
15h00 16h00	MM	**SMD Technologies (SHARP calculator)**		DMSTE MICRO
14h00 17h00	**Activity centre**	**Cambridge University Press**		**TIRO Hall FOYER**
16h05 16h30	**TEA BREAK** **Stations 1: Q block assembly**			**Multiple stations**

	16h35 17h35	AMESA Annual General Meeting	TIRO HALL, R40, TC
	18h00 22h00	Cultural Evening – Jack botes hall Polokwane	PLK TOWN

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TIME	Wednesday 02nd July 2025		VENUE
08h30 10h30	Parallel session 5		Multiple venues
	Category	Presentation	
08h30 09h30	Panel Discussion	**Cambridge University Press** Bridging barriers: Strategies to support mathematical progression across grade levels by ***Representative from Cambridge***	TIRO HALL R40, TC
09H40 10H40	LP 12	The Influence of Balanced Assessment Tasks on Grade 7 Learner's Engagement in Mathematics by **Nomthandazo M. Bhekiswayo and Matshidiso M. Moleko**. **Chair: Mr Manare Setati**	TA
09H40 10H40	LP 13	Connecting Van Hiele's Theory with Ubuntu Philosophy in Teaching Geometry in Primary Schools by **Zoleka Gula and Zingiswa Jojo**. **Chair: Dr Benjamin Tatira**	R40
09H40 10H40	LP 14	The Role of Technology in Enhancing Mathematics Teaching: Perspectives from South African Pre-service Teachers by **Rosina Nkadi Ngoako & Pule Kereng Gilbert** **Chair:Prof Maupi Letsoalo**	TB
09H40 10H40	HIT 9	HIT Multiples – A Remedial Grade 7 Lesson by **Vimbai Katumba**	TC
09H40 10H40	HIT 10	Teaching multiplication and division and ensuring no child is left behind by **Mkwanazi Mapaseka**.	KA
09H40 10H40	WS 10	Hands-On WS: Constructing Geometric Figures for Senior Phase Mathematics by **Thandi Kgosana**.	KB
09H40 10H40	WS 11	Bridging the gap: ensuring a smooth transition from senior phase to FET mathematics by **Koketso Lekgwathi Christiano Mthethwa**	KC
09H40 10H40	WS 12	Equal Exchange: Effective teaching of Place Value in the Foundation Phase by **Thobeka Ndamase; Reneilwe Matjutla**	KD
09H40 10H40	MM	**ACADEMIC BUSINESS SYSTEMS PTY LTD**	R75
09H40 10H40	MM	**THE ANSWER EDUCATION PUBLISHERS**	R70
08h30 10h30	Activity centre	**Cambridge University Press**	TIRO hall FOYER
10h30 10h55	**TEA BREAK** **Stations 1: Q block assembly**		**Multiple stations**
11h00 12h00	Plenary session 4: Pete Wright **Chair: Mr Philip Dikgomo** *Title: reflections on promoting equitable and socially just mathematics teaching approaches*		TIRO, R40, TC
12h10 13h10	Parallel session 6		Multiple venues
	Category	Presentation	
12h10 13h10	FS	Follow-up Plenary session 4: Pete Wright **Chair: Mr Philip Dikgomo** *Title: reflections on promoting equitable and socially just mathematics teaching approaches*	TIRO HALL
12h10 13h10	LP 15	Inclusive, Equitable, and Linguistically Responsive Mathematics Education in Multilingual South African Classrooms by **Kereng Gilbert Pule** **Chair: Gabriel Mphuthi**	TA
12h10 13h10	LP 16	Promoting relevance, inclusivity and equity through the revitalization of mathematics education by **Malapane S.B** **Chair: Mr SV Mabena**	TB
12h10 13h10	LP 17	Role of Inclusive Education in Promoting Equity in Mathematics Education by **Rankweteke Puleng Edwin** **Chair: Chair:Zoleka Gula**	R40

12h10 13h10	LP 18	From Error to Insight: Analysing Student Responses to Financial Mathematics Questions at NC(V) Level 2 by **A.S. Ngoveni, M.A. Ngoveni and G.T. Mphuthi** **Chair: Ms C Mokgomotsi**	TC
12h10 13h10	LP 19	Validating the Research Instruments: Understanding pre-service mathematics educators' Technological Content Knowledge (TCK) of Euclidean Geometry by **Nkosinathi Ndlovu and Deonarain Brijlall** **Chair:Mr Simon Kantwane***	KA
12h10 13h10	LP 20	Using GeoGebra to Improve Grade 11 Learners' Understanding of Transformations by **Ntokozo Kintosh Nogobo and Jogymol Kalariparampil Alex** **Chair: Wisani Hlangwani**	KB
12h10 13h10	MM	**James Ralph Pty Ltd**	R70
11h00 13h00	Activity centre	**Cambridge University Press**	TIRO hall FOYER
13h00 18h00	Wednesday excursions (Packed Lunch)		Multiple Trips
14h00 16h00	Activity centre **Cambridge University Press**		TIRO hall FOYER

TIME	**Thursday 03rd July 2025**		**VENUE**
08h30 09h30	Plenary session 5: **Anil Kanjee** ***Chair: Prof Paul Mutodi*** *Title: Entrenching and disrupting performativity regimes: Impact on learning (mathematics) in post-apartheid South Africa.*		TIRO R40, TC
09h35 10h35	Parallel session 8		Multiple venues
	Category	Presentation	
09h35 10h35	FS	Followup Plenary session 5: **Anil Kanjee** ***Chair: Prof Paul Mutodi*** *Title: Entrenching and disrupting performativity regimes: Impact on learning (mathematics) in post-apartheid South Africa.*	TIRO HALL
09h35 10h35	LP 21	Socio-economic status predicts gender differences in mathematics achievement amongst grade 9 learners in OR Tambo Inland District, South Africa by **Ntokozo Kintosh Nogobo and Jogymol Kalariparampil Alex**. **Chair: Dr Puleng Rankweteke**	R40
09h35 10h35	LP 22	Using songs, rhymes and movement strategies to enhance learners' understanding of trigonometry by **Selowa Reinhard**. **Chair: Hlengiwe Mhlungu**	TA
09h35 10h35	LP 23	A survey on Mathematics Olympiad participation and career choices in Nelson Mandela Bay, South Africa by **Vasuthavan Gopaul Govender**. **Chair: Mildret Ncube**	TB
09h35 10h35	MM	**James Ralph Pty Ltd**	TC
10h35 11h00	**TEA BREAK**		**Multiple stations**
	Stations 1: Q block assembly		
11h00 13h00	***Parallel session 9***		***Multiple venues***
	Category	***Presentation***	
11h00 13h00	WS 13	Integrating "Know and Show" charts into analysis geometry for Grades 10-12 Educators by **Mbhiza Victor**.	TC
11h00	WS 14	Problem Solving in Grade 8 and 9 by **Susan Carletti and Jenny Campbell**.	TB

13h00			
11h00 13h00	WS 15 Repeat	Bridging the Gap: Ensuring a smooth transition from senior to FET mathematics by **Koketso Lekgwathi and Cristiano Mthethwa**.	TA
11h00 13h00	WS 16	Promoting Relevance and Engagement in Grade 12 Mathematics Classrooms by **Sifundo Moloi and Nondumiso Mnyamana**.	KA
11h00 13h00	WS 17 Repeat	Geometric Constructions (Senior Phase) by **Manare Setati**	KB
11h00 12h00	LP 24	Investigating Grade 10 learners' mathematical modelling competencies on measurement: A case study of area and costing concepts through modelling elicit activities by **Williams Y, Moodley M, Hlangwani W, Mhakure D**. **Chair: Mr Ray Duba**	R40
12h00 13h00	LP 25	Understanding and Overcoming Maths Phobia: Insights from Learners' and Educators' Perspectives by **Mildret Ncube and Kakoma Luneta**. **Chair: Mr Ray Duba**	R40
11h00 13h00	Activity centre	**Cambridge University Press**	TIRO hall FOYER
13h00 14h00	**Lunch**		**Multiple stations**
	Stations 1: Q block assembly		
14h00 16h00	Parallel session 10		Multiple venues
	AMESA committees		
14h00 15h00		Foundation Phase: **Claudinah Mogomotsi**.	TA
14h00 15h00		Intermediate phase: **Kgomotso Pilane**.	TB
14h00 15h00		Senior Phase: **Mzwakhe Sokutu**.	TC
14h00 15h00		FET Phase Mathematics: **Diapo Makhubela.**	KA
14h00 15h00		FET Phase Mathematical Literacy: **Martin Tshabalala.**	KB
14h00 15h00		Technical Mathematics: **Trevor Dube***	KC
14h00 15h00		Technical Education and Development: **Duncan Mhakure**.	KD
15h05 16h05	Parallel session 11		Multiple venues
	Category	Presentation.	
15h05 16h05	WS 18	Useful Strategies for Teaching Subtraction in the Foundation Phase by **Ntombikayise Nkcithakala Sarel Mahlahlane**	TA
15h05 16h05	WS 19	Grade 7 Problem Solving with a special focus on using a visual approach by **Jenny Campbell**	TB
15h05 16h05	WS 20	Automaticity in foundation phase mathematics by **Lerato Mohale**	TC
15h05 16h05	MM	**Oxford**	R75
14h00 17h30	Activity Centre	**Cambridge University Press**	TIRO HALL FOYER
16h05 16h30	TEA BREAK		Multiple stations
	Stations: Q block Assembly		
16h30 17h30	Activity centre	**Cambridge University Press**	TIRO HALL FOYER
19h00 22h00	Gala dinner – Jack botes hall Polokwane		PLK TOWN

TIME	Friday 04th July 2025		VENUE
08h30 09h30	**Parallel session 12**		**Multiple venues**
	Category	**Presentation**	
08h30 09h30	HIT 11	Break It, Share It, Own It: Division Made Easy by **Ms Manage Lehungwane**.	KC
08h30 09h30	Re-HIT 12	Teaching multiplication and division and ensuring no child is left behind by **Mkwanazi Mapaseka**.	KA
08h30 09h30	WS 21	Grade 7 Problem Solving with a special focus on using a visual approach by **Jenny Campbell**.	KB
08h30 09h30	WS 22	Teaching multiplication and division as inverse operations in the Foundation Phase using the Bala Wande resources by **Lorna Sako; Mahlatse Sekgobela; Samantha Morrison**	KA
08h30 09h30	LP 26	Fostering rural high school mathematics teachers' competencies to teach trigonometric functions using GeoGebra software: A theoretical position about the lesson study approach by **John Bernard Ssennyomo, Duncan Mhakure**. **Chair: Rosina Nkadi**	R40
08h30 09h30	LP 27	Integrating Technology to Simplify Complex Geometric Concepts in Mathematics Lecturing by **Lokesh Ramnath Maharajh Hlengiwe Mhlungu** **Chair: Rafael Mora Galan**	TB
08h30 09h30	LP 28	An Exploration of Learners' Challenges in Solving Mathematical Word Problems in Grade 9: A Case Study in a Rural South African School by **Mthimunye, Sibusiso T. & Gomba, Georgina M.** **Chair: Dr Gilbert Pule**	TA
09h35 10h05	MM	**Oxford**	R43
08h30 10h35	Activity centre	**Cambridge University Press**	TIRO HALL FOYER
09h35 09h55	**TEA BREAK**		**Multiple stations**
	Stations 1: Q block Assembly		
10h00 11h00	Plenary session 6: Aarifah Gardee **Chair: Prof Zingiswa Jojo** *Title: relationships between teacher practices, ability grouping, equity and learners' mathematical identities.*		TIRO hall R40, TA
11h00 11h30	Follow-up Plenary session 6: Aarifah Gardee **Chair: Prof Zingiswa Jojo** *Title: relationships between teacher practices, ability grouping, equity and learners' mathematical identities.*		TIRO hall R40, TA
11h30 12h00	**Closing Ceremony**		**TIRO hall R40, TA**
12h00 13h00	**Lunch**		**Multiple stations**
	Stations 1: Q block Assembly		