

From the Editor's Desk

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Summer! A time of renewal, recovery and rest. A time of warmth and sunshine. A time of vacation and leisure. A time of planning, regrouping, reconsidering and reading. As I look forward to gardening, hiking and camping, I am reminded of the importance of having time to reflect on my past year of teaching and to envision the upcoming year. I hope you will find the articles in this issue a source of inspiration.

This issue of *delta-K* is a special focus issue on early childhood mathematics. Lynn McGarvey, coeditor of this special issue, describes the importance of early mathematics learning in her editorial, which follows. This focus may seem strange, since we have spent the past year implementing program changes at the secondary level. However, I believe that all readers will benefit from reflecting on the importance of making mathematics meaningful and teaching for deep understanding. These articles provoke thought about how young children learn and how teachers build on these early childhood experiences. I believe the ideas presented in these articles can be adapted to elementary and secondary mathematics classrooms; certainly they contribute to a more holistic way of understanding our professional practice.

This issue showcases research and teaching ideas from authors across Canada. To begin, an investigation of children's images of mathematicians is presented by George Gadanidis. His research has direct implications for teachers of all students as we seek to challenge popular views of mathematicians and offer students a positive image of the work we engage in. Florence Glanfield and Shaun Murphy describe an example of how students and teachers are engaged in identity-making through mathematics assessment. Again, their description of differentiated assessment by engaging students in conversations through interviews can inform our teaching in classrooms across all grades.

As an example of what we can learn by listening to children's conversations, Lynn McGarvey presents a task that reveals students' reasoning about patterns. She challenges our notions of developmental stages of learning and provokes us to consider how we might support children's learning and mathematical thinking. Kim Gravel also investigates children's mathematical learning through a process of pedagogical documentation. Her work involves toddlers' understanding of mathematics and emphasizes how children's learning can be made visible. Sylvia Malo uses pedagogical documentation to frame her journey of learning more about how children develop number sense through subitizing. The process of pedagogical documentation holds promise for learning within our professional contexts and can be applied in all classrooms.

Finally, the collection of photographs from the 2010 MCATA conference shows teachers engaged in mathematical and pedagogical learning. I invite you as mathematics teachers to become actively involved in our association. Attend the upcoming MCATA conference, nominate colleagues for the awards sponsored by the association, volunteer to be a member of the executive. Seek opportunities to build professional relationships. Information is available on our website. www.mathteachers.ab.ca.

As always, I encourage you to consider publishing your teaching and scholarly ideas in *delta-K*. The guidelines are listed on the inside of the front cover. I would be more than willing to assist you with this process.

Enjoy your summer!