

# From the Editor's Desk

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Teacher mathematicians everywhere are well into working with their student mathematicians, all the while planning, organizing, pondering and creating. Setting up and implementing the mathematics program with your students is an intricate and delicately balanced endeavour, one that takes continuous effort throughout the year. This may be just the time to add something new to your mathematics lessons, program and instruction.

Consider some of the effective pieces of a mathematics lesson and pedagogy:

- Math with the teacher
- Math with others
- Math by self
- Math games
- Math manipulatives and technology
- Math writing

How many of these elements can you incorporate into a math lesson? This is a challenge that keeps math filled with energy and engagement throughout a variety of activities and teaching strategies. What are some of your math routines throughout the week and month? Can you add a new enhancement now? Have you had a conversation with other math teachers to discover some great ideas that may be just around the corner? This planning jump-starts our student mathematicians' learning; math understandings; and true, lasting growth. Consider implementing something new each month, and by the time the school year is over you will have many new additions to your mathematics lessons and program.

I would encourage you to read Jo Boaler's book *Mathematical Mindsets*—it can impact your teaching of mathematics tomorrow. How many of Jo Boaler's ideas can you implement this year in your mathematics teaching and students' learning? The cover says, "Unleashing Students' Potential Through Creative Math, Inspiring Messages and Innovative Teaching." These are concepts that can make lasting and effective change. You are embarking on your own personal journey of mathematics teaching right now, so why not consider this book as part of your professional growth plan this year?

This issue of *delta-K* is diverse and ranges from global math challenges, to math and music, to stopping the cycle of math anxiety and more. What can you take away from reading this journal that will affect your own practice this year, or begin the deep thinking of creating even more mathematical experiences and growth for your students? Can you adapt these ideas to your grade and group of students?

We may have many questions as the school year unfolds, but be assured—you have the skills or have access to the skills to create and enhance your mathematics lessons for your students. As teachers, we are all truly on our own path of learning as well. Be encouraged as your year continues!