

EDITORIAL

During the past year, I have been impressed with the resilient nature of my colleagues. I see teachers who, when faced with uncertainty and change, are able to respond in creative and generative ways. In this era of government restraint, we are responding in innovative and proactive ways to ensure the high quality of mathematics education in our province.

This issue of *delta-K* showcases the work of members of our mathematics education community. Two of our Mathematics Council (MCATA) executive members, Tancy Lazar and Chris Smith, were sponsored by Alberta Education to attend the Canadian Mathematics Education Forum (CMEF) in Vancouver last spring. Their report highlights their learning through participation in a working group on assessment practices. The article I co-authored with Liz Barrett, Narcisse Blood, Florence Glanfield, Lisa Lunney Borden, Theresa McDonnell, Cynthia Nicol and Harley Weston is based on the investigations of a CMEF working group on indigenous knowledges. These pieces emphasize math teachers' commitment to learning professionally within a broader community of Canadian teachers.

MCATA organized a fall symposium, held in October, to respond in a timely manner to the government's announcement of changes to the mathematics diploma exams. Darryl Smith, a long-time educator and supporter of MCATA, succinctly documents the symposium panel discussion. His report and the reports by mathematics education professor Elaine Simmt, recent high school graduate Ainslie Fowler, and teachers Donna Chanasyk and David Martin show teachers' dedication to real learning for our students and our willingness to take action when real learning is threatened.

The articles by Tim Sibbald, Joan Stevens, Stephanie Nash-Pearce, and Amanda Crampton and Paul Betts lead us in explorations of teaching a variety of mathematical concepts. Their lesson suggestions and experiences demonstrate the importance of sharing professional knowledge within our community.

Finally, the photographs from the 2009 MCATA conference, held in October, show teachers engaged in mathematical and pedagogical learning. Alberta's mathematics program of studies (Alberta Education 2007, 8) states that relationships are part of the nature of mathematics: "Mathematics is one way to describe interconnectedness in a holistic worldview. Mathematics is used to describe and explain relationships." Relationships are also part of the nature of professional learning. I invite you as mathematics teachers to become actively involved in our council. Attend the next MCATA conference (in October 2010), nominate a colleague for an award sponsored by the council or volunteer to serve on the executive. Seek out opportunities to build professional relationships.

Be connected. Be inspired. Find encouragement and support within the mathematics education community.

Reference

Alberta Education. 2007. *Mathematics Kindergarten to Grade 9*. Edmonton, Alta: Alberta Education. Also available at <http://education.alberta.ca/media/645594/kto9math.pdf> (accessed January 5, 2010).

Gladys Sterenberg