

## From the Editor's Desk

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Throughout my teaching career, at both school and postsecondary levels, I have often integrated stories into my lessons as a way of helping my students engage in processes of communication and connections as they build conceptual understanding of math. I am beginning to understand better how the development of mathematical concepts occurs in a contextual and relational manner. Moreover, I believe that mathematics learning is affected by the stories we tell and the stories we hear about mathematics.

Many of the articles in this issue reflect the importance of story and present both theoretical considerations (see Sherry Matheson's article) and practical examples (see lesson ideas written by Sarah Danielsen, Petra Nagtegaal and Caitlin Dickinson) for integrating literature into math lessons. In recent years, I have been exploring how to further enrich learning by incorporating historical and cultural stories of mathematics into my teaching. Regina Panasuk and Leslie Bolinger Horton, researchers based in the United States, present arguments for considering the incorporation of the history of mathematics at the high school level that are worth considering for a Canadian context. This merging of stories, histories and mathematics offers a creative way of enhancing the program of studies.

Another insightful way of enhancing the program of studies is to reframe the prescribed content. Tim Sibbald and Jerry Ameis prompt us to look at cosine laws and fractions in a deeper way and offer ideas for incorporating alternative relational approaches for teaching such concepts in our classrooms.

As I approach the summer break, I look forward to long days of reading while camping in the foothills of southern Alberta. In slower-paced days of rest and relaxation, I hope you will find time to read this issue of *delta-K*. These innovative articles will provide both insight into curriculum change and motivation for incorporating new teaching strategies and ideas to enhance the current program of studies in mathematics.