

# Cynthia Ballheim

**MY MOST SIGNIFICANT**  
 “mathematical moment” was receiving the Mathematics Educator of the Year Award in 1991.



In addition to opening many doors and affording numerous opportunities, it has caused me to “rethink” my educational practice and to further define my role as a “mathematics teacher.”

Being an author for Harcourt Brace, Inc., has been a real eye-opener. Textbooks now take on a new meaning for me, and the ability to create published lessons that will affect classrooms other than my own is awesome.

Speaking at conferences and workshops from Calgary to Vancouver, Chicago to New Brunswick allows me to talk with educators from across North America and to ride the crest of mathematical change.

Teaching has become coaching and mentoring. Student-centred

activities focusing on the discovery approach and emphasizing writing, the history of mathematics and parental involvement create an atmosphere that can only lead to the complete and total “mathematization” of society! In journals, portfolios, dramatic presentations, poetry and artwork, mathematics is everywhere and is definitely alive!

Learning has become multi-dimensional, and the classroom has become a true learning environment. The halls of St. Mary’s School are filled with the hum of peer tutoring, the quiet of library research as students make their own mathematical connections to the outside world and share their knowledge with each other, and the joyous sounds of student-written mathematical Christmas carols such as “I Saw Mommy Solving for Cubic Roots Underneath the Trig-o-nom-e-try!”

Yes, mathematics can be a fun, entertaining, interesting and dynamic intellectual pursuit. In fact, I have learned that the study of mathematics is limitless . . .

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Ability will  
 never catch up  
 with the  
 demand for it.

Malcom S. Forbes

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