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President's Message

On behalf of the Nova Scotia Mathematics Teachers Association Executive, welcome to the 55th annual MTA Conference. This year we have approximately 950 participants in over 100 workshops. I would like to extend a sincere thank you to all the presenters who give of their time and expertise to bring you a rewarding and meaningful day of professional development opportunities that are designed to ensure Nova Scotia's students benefit from the latest pedagogical advances.

We are very pleased this year to have with us Dr. Matt Larson, President of the National Council of Teachers of Mathematics (NCTM). Dr. Larson is well known and respected across North America and beyond as an innovative and passionate mathematics educator. NCTM is taking great strides in its efforts to better serve Canadian Mathematics educators and Dr. Larson's presence is evidence of that sincere effort. The MTA attempts to promote Professional Development for its members by offering financial assistance for those who attend the annual NCTM Conference. Refer to the NCTM website for further details on this outstanding Mathematics Professional Development event.

Thank you to the Staff and Administration of Charles P. Allen High School for once again offering their facility as a host school. The school is an exceptional site for a Professional Conference and all members of the CPA community have been very accommodating in meeting the needs of the MTA. Special thanks to Ms. Maureen McInnis, Mathematics Department Head at CPA who is again serving as on-site chair.

We are pleased to announce that Erick Lee has taken on the role of Communications Officer and will be coordinating all print and electronic media for the MTA. Many of you probably know Erick as Consultant, Mathematics Support with the Halifax Regional School Board and we are thrilled to have him on board. If you any have news on Mathematics education in Nova Scotia or be-

yond, please pass it along to Erick for possible publication. Watch for future communication from Erick on behalf of MTA. Be sure to visit our website <http://mta.nstu.ca/> or follow the MTA on Twitter @MTA_NS. We would also like to welcome Trisha Demone as Member at Large for the South Shore Region. Trisha brings a wealth of experience across all levels of Mathematics education, elementary to secondary, and we look forward to her insight and contributions.

I wish to recognize the outstanding contributions of two of our Executive members who have completed their terms and will be moving on to other professional and personal pursuits. Anthony Grover of the Strait Region and Mark MacLeod of the South Shore Region are two exceptional educators who have dedicated their time and expertise in service to the MTA. They will truly be missed and we wish them all the best in future endeavours.

I would like to personally thank all members of the MTA Executive for their tireless efforts in planning and coordinating another first class Professional Development event. The NSMTA Executive is a dedicated group of educators from across the province who work year round to promote Mathematics education and Professional Development.

The past year has indeed been challenging for all educators in Nova Scotia. Through it all teachers carried themselves with pride and dignity. Their unwavering commitment to education garnered overwhelming public recognition and support. I would like to recognize all educators in the province for the outstanding work that they do each and every day. I wish you all the best in the coming months of the school year. Continue to expect the best from your students and be proud of what you do.

Joe MacDonald
President
Nova Scotia Mathematics Teachers Association

Math in the News and Around the Web

The Global Math Department (<http://globalmathdepartment.org/>)

The Global Math Department is a group of math educators sharing what they've learned. Professional development among colleagues who are also friends. You can sign up to receive a collaboratively written weekly email newsletter. The Global Math Department also hosts a weekly online webinar. Past webinars are archived online. Check out *How Do They Relate? Teaching Students to Make Mathematical Connections* with Tracy Zager at <https://goo.gl/Qqd2nH>

Math In The News (@Math InTheNews)

Math in the News is a twitter account that posts a new math question related to current events every school day. It also posts links to the source news articles where the questions come from. If you're on Twitter, this is a great source for interesting mathematical connections to the real world.

Graham Fletcher's Progression Videos (<https://gfletchy.com/progression-videos/>)

Graham Fletcher (@gfletchy) has worked in education for over ten years as a classroom teacher, math coach, and currently as a district math specialist in Atlanta, Georgia. He has created a series of videos which shows the progression of student understanding and development of several foundational mathematics topics. There are currently videos describing the progression Addition and Subtraction, Multiplication, Division and Fractions. These are great videos to start a discussion about mathematics education and pedagogy.

Weekly Math Tasks from the BC Association of Mathematics Teachers



The BCAMT creates two weekly sets of open non-curricular math tasks. One from primary school students (<http://www.bcamt.ca/weekly-primary-math-tasks/>) and one for intermediate to grade 12 students (<http://www.bcamt.ca/weeklymathtasks/>). They are non-curricular so that all students should be able to get started and investigate by drawing pictures, making guesses, or asking questions. When possible, extensions are provided so that you can keep your students in flow during the activity. Although they may not fit under a specific topic for your course, the richness of the mathematics comes out when students explain their thinking or show creativity in their solution strategies. These tasks can also be found on twitter from @BCAMT with the hashtag #weeklymathtasks.

A Resource List for a Parent Math Meeting

This is a list of resources that could be shared with parents to help them engage their children in mathematical conversations at home.

- **TableTalkMath.com** - A weekly email newsletter with suggestions for parents and guardians to engage their children in mathematical conversations, activities and games.
- **YouCubed.org** - Dr. Jo Boaler and her team at Stanford University created this site as a central hub for research-based mathematics conversations and justifications. This site has a number of articles and resources of interest to parents (<https://www.youcubed.org/parents/>).
- **WithMathICan.org** - A site devoted to providing parents and teachers resources to help students develop a positive mindset towards math.
- **BedtimeMath.org** - Bedtime Math helps to make math part of the family routine. Every day, they deliver a quick bite of wacky math just for fun. Parents can sign up by email, on the website, and on a free app. Whether it's flamingos, ninjas or pillow forts, kids can see the math in their favorite topics. No logins. No drilling. No scores. Only 5 minutes a day.
- **MathBeforeBed.com** - Nighttime Numeracy: Sending out math prompts for you and your child to discuss before bed.

A First Time MTA Presenter's Story

By Matt Murphy (@Lemurph42), EECD Conseiller pédagogique pour les mathématiques et les sciences à l'immersion

Presenting at MTA was certainly a bag of mixed emotions. It wasn't something I had thought about doing, but when I was asked if I would be interested in presenting my answer was an instant yes. Possibly because I like to try new things, possibly because of the pride in being asked, either way I was excited. I planned out what I would do, added some neat activities, bought prizes; I wanted my presentation to be awesome.

Then the doubt sank in.

Who am I to tell other teachers how to teach math? I've been teaching for all of 4 years and my placements have been mostly science. I've never even been to an MTA! What have I gotten myself into?!

I think those sort of nerves/stage fright are natural. Sure, I'm not a math guru, I don't have a math degree and there are people in my session that are probably more qualified

than me. Ironically, my presentation was about discussion based learning in the math classroom. I was suffering from exactly the same affliction as my students: "Someone else smarter has the answer." "I better not raise my hand I might get it wrong."

The reality is, my standing as a presenter is as much professional development for ME as it is for my audience. Having an opportunity to share what I am doing in the classroom and bounce ideas off of other motivated teachers is exactly what I needed to continue to improve my teaching.

So if you are thinking about presenting, or if someone has asked you, say yes. It was a great experience and I'd love to do it again. One thing I can tell you in reflection is that 60 minutes FLIES by. I barely had time for my activities and had to skip some of the games!

Announcements

Retirement - Sharon McCready, a Mathematics Support Consultant for the Nova Scotia Department of Education and Early Childhood Development, retired on March 16th, 2017. Sharon spent more than 43 years working in the field of education in Nova Scotia. She started her career as a classroom teacher working in both junior and senior high schools teaching mathematics in a number of schools around Cape Breton. She later went on to work at the Department of Education providing mathematics leadership and expertise to numerous projects including the recent implementation of new mathematics curriculum. Sharon is a well respected member of the mathematics community having presented at numerous conferences, developed resources and even co-authored a geometry activity book.

The MTA would like to thank both Robin and Sharon for their years of service to the improvement of mathematics curriculum and pedagogy in Nova Scotia.

Retirement - Robin Harris, a Mathematics Support Consultant for the Nova Scotia Department of Education and Early Childhood Development, retired at the end of the 2015-2016 school year. After retirement she continued to work on contract at EECD but has recently left to pursue other opportunities. Robin worked for over 30 year for the Halifax Regional School Board as both an elementary and senior high mathematics teacher. She was also a Mathematics Facilitator at the school board office before being seconded to the EECD. While at the EECD Robin was involved in numerous projects including the recent implementation of new mathematics curriculum. Robin was a past member of the MTA executive and was a popular presenter at numerous MTA provincial conferences.

Emily

By Joe Schwartz (@JSchwartz10a) - Elementary school math specialist in central New Jersey. Reprinted with permission from <http://exit10a.blogspot.ca/2016/12/emily.html>

Emily doesn't really like math. She'll tell you that right to your face if you ask her. Not in a confrontational or disrespectful way; that's not her nature. But with a scrunched up half-frown and shoulder shrug, and a nearly imperceptible shake of the head, she'll say, quietly, almost apologetically, "No, not really."

I watch her walk into class every day. She's tall for a fifth grader, but when she folds herself in at her desk in the back of the room she shrinks down to about half her size, like she's trying to disappear.

Emily's very quiet. She never interrupts. She won't raise her hand. If you call on her she'll respond, but in a whisper you can hardly hear. She doesn't cause any trouble. She follows directions. Her journal is always turned to the right page. She always has a pencil and an eraser. She turns her homework in on time. If you didn't know any better, if you were just a casual observer, you'd think she knows what she's doing because she looks like she knows what she's doing. She's one of those under the radar kids.

I watch her at her desk, elbows flat, head down, pencil up and moving. She appears to be working away. What's she doing? She's managed to get by, doing just well enough to keep one step ahead of the basic skills program. But if you sit down next to her and really, but I mean really try to get at what it is she actually knows, if you look at her work and try to ask her some questions about it, you'll find that her understanding is very superficial. She's doing her best to remember and follow some rules she's been told. She's memorized some things, but they're all fragmented. They don't cohere. She studies for the tests, and does her best to hold the pieces together, but when the tests are over the pieces fall back apart. She doesn't really understand. And despite her best attempts to hide, I know that she knows she doesn't really understand. I think it bothers her, which is why she says she doesn't really like math anyway.

I have to be careful. I can't poke around too much or she'll shrink down even further, away to a place I might not be able to reach. It doesn't take much for me to imagine what math experiences she's had to make her feel this way. I know it's not too late to undo them.

Justin Lanier, in his brilliant, moving Ignite talk *The Space Around the Bar*, says the following: "Students Will Be Able To (And Will Never Want To Again.) This is how we can write our lesson objectives if we don't pay attention to how kids feel about math."

Rich and I agree. Rich and I are trying to create a classroom where it's OK to be wrong; where you can ask and answer questions that you yourself have generated and that serve an intellectual need; where you can solve problems in ways that make sense to you, even if it's not the way they want you to do it in the teacher's manual; where tasks have low barriers to entry and high ceilings and open middles and three acts; where you can move around the room and work them out on big whiteboards; where you can collaborate with your classmates, play games, talk, argue, and laugh. We're trying to create that kind of a classroom. We don't always succeed, but we're trying.

Emily's my measuring stick, my benchmark, my litmus test. Whenever Rich and I re-work a lesson, or I get an idea for a task or an activity, I ask myself: What will Emily think? How's she going to react? I want her approval. If I can get her approval I know I'm onto something. The skills and the content are the easy part. If we can create the conditions in class where she feels it's OK to just be herself, to feel safe and secure enough stand up and stretch out to her full height, I know true learning will occur.

When class is ending, I'll find her and ask, "Well, what did you think?" She doesn't give much away. It doesn't always go as well as we thought it would. But sometimes I get a guarded, "Well, that was OK." I'll do a little fist pump, and she'll maybe even smile. Baby steps. Lesson objective: met.

Adventures in Logic and Reasoning

Yohaku

These are number puzzles that will test your number sense and problem solving skills. Each yohaku is either an additive or a multiplicative puzzle (as indicated by the symbol in the bottom right of the grid). Your task is to fill in the empty cells such that they give the sum or product shown in each row and column. Yohaku puzzles were created by Michael Jacobs (@msbjacobs), a mathematics consultant in Ontario. He has created a wide variety of these puzzles for integers, decimals, fractions and algebraic expressions using different sized grids and at differing levels of difficulty. These are simple but rich puzzles that involve practice of a variety of skills. You can find a selection of Yohaku puzzles by following @YohakuPuzzle on twitter or visiting <http://www.yohaku.ca/>.

Y	O	
H	A	
K	U	

			22
			83
			65
36	79	55	+

Use 9 different prime numbers

Fill in cells with 9 different prime numbers to get totals shown in each row/column.

		$\frac{1}{6}$
		$\frac{1}{4}$
$\frac{1}{2}$	$\frac{1}{12}$	×

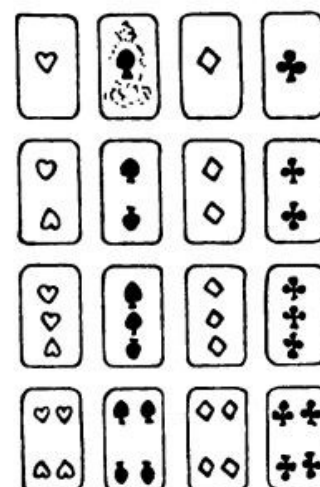
Sum of 4 cells is 2

Fill in cells to get products in each row/column AND sum of 4 cells is 2.

Yohaku puzzles reprinted with permission from Michael Jacobs (@msbjacobs)

The 22 Game

This game is from Henry Dudeney, a prolific creator of mathematical puzzles and recreations. Layout sixteen cards as shown. Two players alternately turn down a card and add it to the common score, and the player who makes the score of 22, or forces his opponent to go beyond that number, wins. For example, A turns down a 4, B turns down a 3 (counting 7), A turns down a 4 (counting 11), B plays a 2 (counting 13), A plays 1 (14), B plays 3 (17), and whatever A does, B scores the winning 22 next play. Again, supposing the play was 3-1, 1-2, 3-3, 1-2, 1-4, scoring 21, the second player would win again, because there is no 1 left and his opponent must go beyond 22. Which player should always win, and how? This game can focus on mental arithmetic in the elementary grades and on logic and reasoning to develop a winning strategy in the secondary grades.



Being a Presenter at NCTM 2017 in San Antonio

By Megan Snow (@MeganMSnow), Tri-County Regional School Board (TCRSB) Mathematics Mentor

I sat with Irina outside of the room where we were about to give our talk. All around me people were buzzing with excitement, rushing to their next talk or sharing details of the talk they had just attended. I grinned: “I love this conference!”

I’ve been teaching math for seven years, and I attended my fourth National Council of Teachers of Mathematics (NCTM) Annual Meeting in San Antonio in early April. Article 60 reimburses most of the cost, the MTA reimburses some more, and I’ve always felt that what I pay out of pocket is well worth it. The NCTM conference is a first-class PD experience, and I always come home energised, full of ideas, and a little more thoughtful and knowledgeable than when I left. But it took a few years and the encouragement of a friend and colleague before I dove in and gave a presentation myself!

I met Irina Lyublinskaya, a math education prof at City University of New York, through another NCTM activity. A couple years ago, we started a Math Journal Club together as a way to help build a community of math teachers and to support teachers in reading professional journals. Journal Club is like a book club, except instead of reading a book each month, we read one article about math teaching. And instead of meeting in someone’s living room, we meet online. The meetings started on Google Hangouts and later moved onto Twitter, where they are now.

A year later, Irina suggested we submit a proposal to the NCTM Annual Meeting to talk about Journal Club. I was intrigued, but a bit hesitant. We had had some success with it, but it wasn’t perfect! Was it good enough to give a presentation about? Irina reassured me that it was: we wouldn’t pretend we had everything figured out – we’d just share what we’d done and what we’d learned. Irina also told me that applying to speak at NCTM conferences is a bit of a crapshoot; she said it’s really hard to predict if which talks will be accepted. With her encouragement, I was all in.

The biggest surprise in the application process was how early we had to apply: the application was due May 1, 2016, almost a full year before the conference. We met over Google Hangouts to write the application. First we decided that the short half-hour “Burst” format would be perfect for our topic. We wrote a summary of the proposed presentation for the conference program, and carefully outlined the learning outcomes of the talk. Then we clicked “Submit” and waited!

We got the news right before school started back in September 2016. We’d been accepted! I submitted my Article 60 application right away, and as soon as I had funding lined up, I confirmed with the NCTM and booked my flights. In the month before our presentation, we collaborated online to prepare the talk. We discussed the basic structure and important ideas we wanted to share, then worked asynchronously on a joint Google Slides presentation, and then talked through the important points of every slide over Hangouts.

Our presentation was at 11:30am on the first morning of the conference. The audience was small, but respectful and interested. At the end of the talk, we had some thoughtful questions from audience members. It was a great experience!

Just like this article, the experience was mostly about the lead-up to the talk. Journal Club has been going for a more than a year; thinking about the presentation lasted almost a year; actively planning it lasted a few weeks... presenting lasted about 28 minutes!

While giving our own talk was the most exciting part of the four-day conference for me, I spent the rest of my time there listening to knowledgeable people sharing sophisticated ideas about math teaching, and I’m better for it. I saw NCTM president Matt Larson’s talk about access to math: “Are your students streamed? Are you teachers streamed?” I saw three of the authors of the wonderful book *Principles to Actions* discuss effective math teaching

Being a Presenter at NCTM in San Antonio continued...

practices from the book, like how to promote productive struggle or facilitate math discourse in the classroom. I learned classroom routines, formative assessment ideas, and ways to teach specific difficult concepts. I saw funny talks and touching talks, math talks and pedagogy talks,

and talks by teachers, researchers, a journalist and an NFL player! And by the time I left on the last day, my brain was tired but my mind was open and my heart was full. I really do love this conference!

So You Want to Go to Math Conference...

By Kelly Zinck (@Kelly_Zinck), Halifax Regional School Board (HRSB) P-9 Mathematics Consultant

I know many teachers who say they wish they could go to a math conference but they are not sure of the logistics of applying for funding, applying for leave, getting sub coverage, etc... I have gone to many conferences over the past 10 years and always return feeling rejuvenated and excited to do my job!

I have attended the NCTM Annual Conference although I may try a regional conference in the future. The following is based on my own experience; please review your school board and Article 60 guidelines before making plans.

Things to consider before booking your conference:

- Let your school administrator know you are interested in attending the conference. They have to approve your application, so it's best to let them know up front in case there is a reason they cannot approve your request.
- In my experience, it's always best to go to a conference with a friend or colleague. Not only does it save on hotel costs (more about that below), it's nice to have a travelling companion. That being said, choose your companion wisely! Whenever I go to a conference, I like to do as much as possible, conference stuff and otherwise! You may want to have a discussion about your expectations about things you will do together and things you will do apart. If your travelling companion wants to be frugal and you want to sight-see and eat at some new amazing restaurants, tension may arise. One (or both) of you may be disappointed if you have competing expectations.
- Consider sleeping arrangements. I swore I would never sleep 4 in a hotel room (with the exception of family) after the age of 30. The first few conferences I went to, my buddy and I were on the same page and it was always just the two of us sharing a room. One year, she was unable to go and I ended up tagging along with another twosome and it worked out well with the three of us in a room (a great way to keep costs down!). We still met up for dinner a few times a year to re-create the feeling of dining in some fantastic restaurants while away at conference!
- Consider adding a day to your trip either at the beginning or the end. I prefer adding a day at the end to explore the host city. By the end of the week, I have gotten the lowdown from other conference attendees as to the "must see/do" attractions of the city.
- Investigate the city you are going to. If you are into shopping, scout out the outlet malls or trendy boutiques. Sports? What teams are playing when you are in town? I was in Washington DC for a conference when the Capitals were playing Pittsburgh Penguins in a Stanley Cup playoff game. Music? Check for information on which major acts may be in town. I got to see the Kings of Leon in New Orleans! And the restaurants! One of travelling companions is a major foodie and keeps a bucket list of restaurants to visit during the trip.
- Speaking of investigating the city, geography matters! You have a set amount of money you are able to have reimbursed. If you want to stick as close

So You Want to Go to Math Conference continued...

to that as possible, you may want to stick to conferences on the East Coast. A flight to California is often double to cost of a flight to Washington. And there is also jet lag to contend with. When you return from conference, it's usually right back to work. If you need time to adjust time zones, factor that into your plans. That being said, I've been to California twice for conferences and it was #worthit.

So now you have decided the conference, the city and travelling companions, here are some of the logistics of applying for funding:

- Fill out the Application for Leave form (found in Document Depot, HR, for HRSB teachers) and submit to your supervisor for approval.
- Apply for Article 60 funding (It is a menu item in MyHRSB). NOTE: If you are applying to go to a conference in April, you cannot apply for Article 60 funding until January 1st of the same year.
- Apply for additional funding through your NSTU Local. Be aware that the application deadlines for the school board and the NSTU local are different. You need to apply for funding through the NSTU Local early as once the funds are spoken for, that's it! The timelines for applying for this funding are different than Article 60. I apply for this one on the first day possible, which is usually later August, early September.
- The MTA may reimburse part of your registration fee. You can apply for this money after you have attended the conference. With Article 60 and NSTU local funding, you will get confirmation of the amount of expenses that will be reimbursed; the MTA money is more of a wildcard. I don't normally factor this into my overall budget but treat it as an added bonus if I am successful in securing the money after the conference is said and done.
- You can also apply for an Out of Province Conference Grant through the NSTU. I have never been successful in securing this funding.

Once you have gotten approval for leave and have confirmation on how much you will be reimbursed in expenses, it's time to start planning your trip!. I often scout out hotels and flights even before I have completed the steps above. My preference is to stay at one of the conference affiliated hotels. There are complimentary shuttle busses that run from the hotels to the conference centres all day. This is a big bonus in my eyes. Sometimes, I have used the shuttle busses just to get to another part of the city! You can find all the information about accommodations on the NCTM website. The best hotels (location or price) usually book up early. If I don't have all the proper approval from my principal yet, I still reserve my hotel room. I can always cancel the reservation if plans fall through (unlike conference registration and plane tickets. Wait to book those!).

Take note of the early bird registration dates for the conference. It will save you about \$50 if you register before a certain date. If you know of a bunch of people who are attending the same conference, investigate group rates. Also, I usually scour the internet for NCTM conference registration coupon codes. I once saved myself fifty dollars by using a random code I found online.

So now that you have gotten approval for leave and funding, registered for conference, reserved your room and booked your plane ticket, you need to plan your time at the conference. With thousands of sessions to choose from, selection can feel like a nightmare (similar to those many of us get in the days before a new school year begins). For this reason, you want to choose wisely. Like the first days of school, this planning you do in advance will certainly impact the days ahead.



The Appointment Clock

By Jon Orr (@MrOrr_geek) - Math teacher at John McGregor Secondary School in Chatham Ontario. Reprinted with permission from <http://mrorr-isageek.com/appointment-clock/>

In class today we practiced, error-checked, discussed solutions, got peer feedback, got teacher feedback, smiled, laughed, and cringed. Today's class was supposed to be boring. We were supposed to just practice solving polynomial and rational inequalities. Boring right?

A few years ago I saw an activity structure called Appointment Clock from an English teacher in my district. It was one of those structures you see at a PD day and think... "that's kinda cool" and then the weekend happens, and by Monday it's gone. For some reason, this weekend, years later....it popped back into my brain.

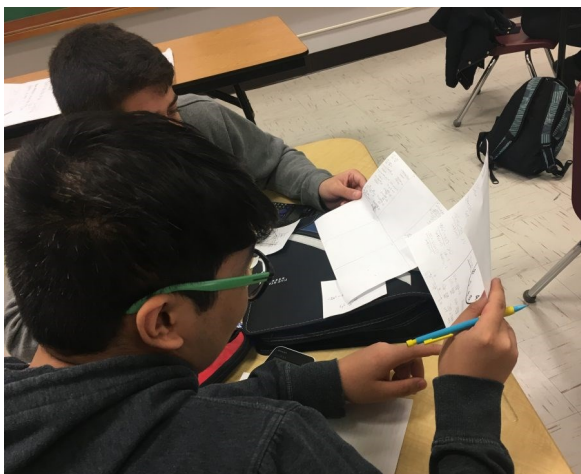
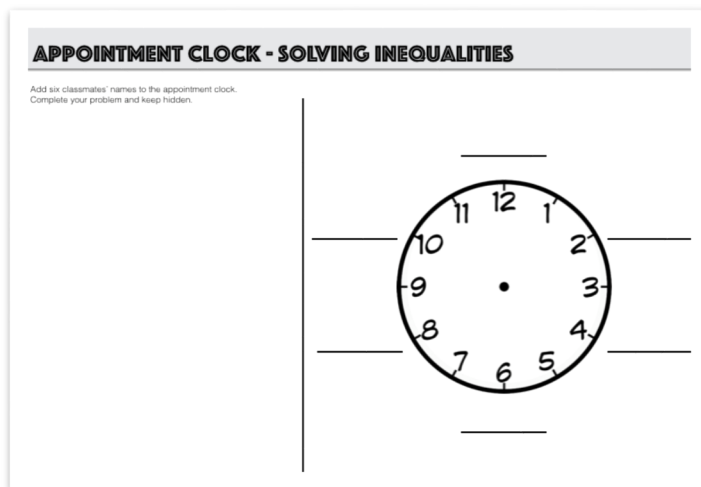
To start all students got an appointment clock handout.

They were given two to three minutes to circulate around the room and schedule "an appointment" at the indicated times.

Next, they were given ONE inequality (list of inequalities) and about 7 or eight minutes to solve it. They were to write the solution to their inequality on the handout and keep it hidden from the other students. They were to check their solution using Desmos. I circulated to help anyone who needed it. "Now, this inequality is YOUR inequality....you are the master of this one." Once everyone was ready, I announced, "Get up, and move to meet with your 2 o'clock appointment. Show your new partner your inequality. Complete their problem in your notes and check with them to verify your answer." I gave them 7 minutes. This is where great stuff happens. They check with each other to find mistakes, get feedback, improve. After the 7 minutes or so, I announced, "Now, meet with your 10 o'clock appointment and repeat the procedure." The structure is very much like Speed Dating (<http://function-of-time.blogspot.ca/2009/10/speed-dating.html>)

We did this for the entire class. Every minute was worth it!

At no time was practicing solving polynomial and rational inequalities boring. Not today!



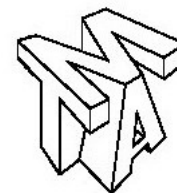
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https://twitter.com/MTA_NS

Nova Scotia Math Teachers Association Executive



Below are the current members of the NS MTA Executive. The membership and the positions of the executive will change at the Annual General Meeting held on Oct. 27th at the MTA Provincial Conference.

Name	Position	Contact
Joe MacDonald	President	jamacdonald@nstu.ca
David MacFarlane	Past President	sdmacfarlane@nstu.ca
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Anne Pentecost	Treasurer	adgrenier@nstu.ca
Zeno MacDonald	Secretary	zmacdonald@hrsb.ca
Jennifer Courish	Member-at-Large Chignecto	courishjl@ccrsb.ca
Kimberley McCarron	Member-at-Large Cape Breton	kmccarron@gnspe.ca
Marc Deveau	Member-at-Large CSAP	evaluation@csap.ca
Trisha Demone	Member-at-Large South Shore	tademone@gnspe.ca
Sonya O'Sullivan	Member-at-Large Halifax	slo'sullivan@nstu.ca
Erick Lee	Communications	elee@gnspe.ca

Special Projects

The MTA strives to give back to its membership by making funding available for special projects developed by classroom teachers. If you have an innovative math education project taking place in your classroom(s), MTA may be able to offer some financial assistance to help develop the project. Information on funding can be obtained by contacting any member of the Executive.

Call for Contributions

We are better together. Mathematics Matters, the MTA newsletter, is looking for a variety of contributions from elementary and secondary teachers, math mentors and coaches, math support teachers and others who are interested in the teaching and learning of mathematics. Please consider sharing a favorite lesson or activity, a reflection or blog post, a book or technology review, or another work of interest to mathematics teachers in Nova Scotia and beyond. Sharing your ideas and reflections with other teachers is a great way to contribute to a vibrant and dynamic community of mathematics educators in our province.

If you are interested in contributing, please contact me at elee@gnspe.ca. We look forward to hearing from you!

The MTA Newsletter is published by the NSTU for the Mathematics Teachers Association, Erick Lee, Editor.
The opinions expressed are not necessarily those of the Editor, the NSTU, or the MTA.