

the end of the story. There's nothing else to talk about.

You are the Chair of OAME 2019! And thank you for taking on that giant task. It's not up to one person to dictate the aims and goals, but we're in a period right now of interesting times in mathematics education. What do you see as the role of OAME for supporting teachers?

There really is a core that's big—not one person—of people who are very integral, who really are committed, who really have leadership roles. It's a wonderful organization. I love being here. It's a big province with a lot of fantastic math educators. I think OAME has played a significant role in that. It's a wonderful organization for teachers. The *Gazette* is a

great thing. The conference is great. I tell people from other places that OAME is better than most NCTM regional conferences or even the [NCTM] Annual [conference]. And I mean it. You really learn from your colleagues. I actually think we have a lot of talent in the province and OAME is part of the thing that cultivates it. It really is a facilitator to make things happen. The reason I took on this thing [chairing OAME 2019] is just a payback because I really appreciate all of the work that they've done to be a real network here, who meet each other, know each other, get together, [and] help each other.

Wonderful. Thank you very much for your time! ▲

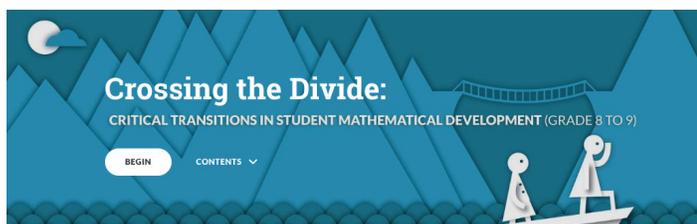
▲ CROSSING THE DIVIDE: CRITICAL TRANSITIONS IN STUDENT MATHEMATICS DEVELOPMENT (GRADE 8 TO 9)



DR. DANIEL JARVIS
EMAIL: danj@nipissingu.ca

Dr. Daniel Jarvis is a Professor of Graduate and Mathematics Education in the Schulich School of Education at Nipissing University. With a unique background in the areas of mathematics and visual arts, he has taught both topics at the secondary and post-secondary levels. His research interests include instructional technology, mathematics of the workplace, integrated curricula, innovation education, and teacher professional learning.

Dr. Jarvis has recently launched a new online (www.mkncrossingthedivide.ca) resource, *Crossing the Divide: Critical Transitions in Student Mathematical Development (Grade 8 to 9)*, which was designed as a support tool for teachers, students, and parents/guardians. This brief is to draw attention to what the website has to offer, but for more details, readers will need to explore the resource.



The online resource features five sections: (i) introductory welcome videos in English and French; (ii) a brief literature review; (iii) transition support strategies organized chronologically (i.e., Grade 8 strategies, interim summer strategies, Grade 9 strategies); (iv) five common math-related myths with corresponding rebuttals; and (v) a list of links to 12 other online resource and support sites. Within three of the above-mentioned sections, a reproducible infographic has also been made available for potential discussion use in professional development contexts.



This project is part of the Mathematics Knowledge Network (MKN), which represents a four-year grant from the Ontario Ministry of Education via the Knowledge Network for Applied Education Research. The MKN is comprised of four distinct Communities of Practice: Mathematics Leadership, Indigenous Knowledge, Computational Thinking, and Critical Transitions. Dr. Jarvis is serving with the Critical Transitions team under the project leadership of Dr. Lynda Colgan of Queen's University, and he is specifically focusing on the experiences of teachers, students, and parents/guardians as students transition from elementary to secondary school mathematics learning environments. ▲



Ontario Mathematics Gazette

OAME – ONTARIO ASSOCIATION
FOR MATHEMATICS EDUCATION

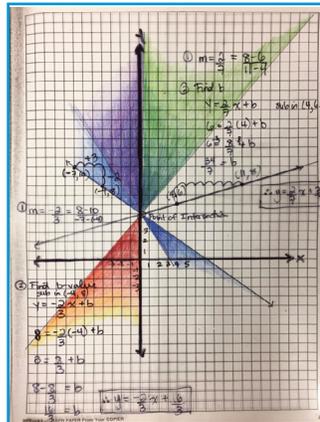
AOEM – ASSOCIATION ONTARIENNE POUR
L'ENSEIGNEMENT DES MATHÉMATIQUES

Vol. 57 #2
Dec 2018

IN THIS ISSUE

- ▲ Editor's Report
- ▲ President's Message
- ▲ Executive Directors' Reflections on Practice
- ▲ Linking Literacy and Math: Using Writing Strategies to Support Learning
- ▲ Mathematical Snapshots: A Visit to the Blue Mountains
- ▲ Technology Corner: DeltaMath.com
- ▲ OAME/NCTM Report: Around the Province... in NCTM Style
- ▲ Fields Institute MathEd Forum Report
- ▲ Provincial Digital Learning Resources – What's New? Number Chart – Focus on Number Sense Fundamentals
- ▲ In the Middle: Speed Climbing and Thinking Routines
- ▲ What's the Problem? Spiral Sums
- ▲ Mb4T (Mathematics by and for Teachers): Supporting Understanding of Fraction Operations
- ▲ The Art of Math
- ▲ A Graph Tells a Story
- ▲ Ad Hoc Committee Report: Hosting the OAME Annual Conference
- ▲ BOOK REVIEW: Creating Dynamic Learning Experiences
- ▲ Thanks to OATM
- ▲ Interview with Marian Small
- ▲ Crossing the Divide: Critical Transitions in Student Mathematics Development (Grade 8 to 9)

See The Art of Math



See A Graph Tells a Story

See
Mathematical
Snapshots:
A Visit to the
Blue Mountains



Crossing the Divide: CRITICAL TRANSITIONS IN STUDENT MATHEMATICAL DEVELOPMENT (GRADE 8 TO 9)

Math Myths Debunked

Myth #1
Learning mathematics is a linear process.

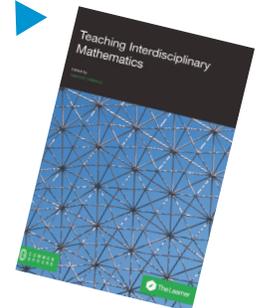
Myth #2
Learning mathematics is a rote process.

Myth #3
A student who is not able to understand mathematics early on will never understand it.

Myth #4
Mathematics is a subject that is only for some students.

Myth #5
Mathematics is a subject that is only for some students.

See BOOK REVIEW: Creating Dynamic Learning Experiences



See Fields Institute MathEd Forum Report

See Crossing the Divide: Critical Transitions in Student Mathematics Development (Grade 8 to 9)



See Mb4T (Mathematics by and for Teachers): Supporting Understanding of Fraction Operations

