



Critical Characteristics of Mathematics Education

The following sections in this curriculum highlight some of the different facets for teachers to consider in the process of changing from covering to supporting students in discovering mathematical concepts. These facets include:

- organization of the outcomes into strands
- seven mathematical processes
- the difference between covering and discovering mathematics
- development of mathematical terminology
- First Nations and Métis learners and mathematics
- critiquing statements
- continuum of understanding from concrete to abstract
- modelling and making connections
- role of homework
- importance of ongoing feedback and reflection.

Communication, Making Connections, Visualizing, Representing, Reasoning and Proof, and using Technology

Providing students with opportunity to construct meaning, find patterns and relationships, rather than teaching "rules" and "procedure"

Explicitly teaching generative Vocabulary

CRA Continuum
<https://christtheteacher.ca/ctt/cttcs-mathhub/cttcs-math-pathway/>

See [Saskmath.ca](https://saskmath.ca)

Formative Assessments that include specific non-graded feedback
Effect size = 0.75