
E. SIMMT, R. MASON & J. McFEETORS, University of Manitoba & University of Alberta
Teachers as Curriculum Designers: Finding Authentic Spaces for Mathematical Inquiry in High School

Eight teachers with three university mathematics educators have been exploring through curriculum design projects how to create opportunities for learners to engage in authentic mathematics in the high school classroom. In this presentation we will illustrate the teachers' challenges and successes as curriculum designers. Then we will follow that up with a discussion about the nature of the activities that generate authentic mathematical inquiry and the ways in which these curricular resources can be made useful to other teachers, either as resources for their classrooms or as examples of how a teacher designs curriculum.