

Message from TODOS President, Florence Glanfield

"nîya ayisiyiniw ôma ohci asiskiy" "I am a human of this Earth"

I am honoured to begin my term as President of TODOS as of May 1, 2022. I am grateful to the leadership of Linda Fulmore and all of the amazing humans that were a part of the Board and Committees over the past two years. You can read about the amazing work that's happened over the past year in another place in the e-news.

The term for new Board and Committee members also began on May 1. I am grateful to all of the amazing colleagues that have agreed to serve TODOS in a variety of ways over the next two years. New to the Board this year are Theodore Chao and Monica Gonzalez.

First of all, here is a little bit about me. I work at the [University of Alberta](#) as a Professor of Mathematics Education and currently serve as Vice-Provost Indigenous Programming & Research. I am a member of the Métis Nation of Alberta and was born and raised in Northeastern Alberta. I named myself a teacher when I was 5 years old; and a passion for teaching has always been present in my living. My current role as Vice-Provost is responsible for leading the institution in its decolonization and Indigenization efforts.

Throughout my career as a teacher, teacher educator, and researcher I have had opportunities to work in all regions of Canada and internationally in Tanzania and Rwanda. I've also had the opportunity to serve in leadership positions in schools and universities, departments within the provincial ministry of education, and in provincial, national, and international professional organizations.

One of my colleagues has this line as a part of their email signature *"nîya ayisiyiniw ôma ohci asiskiy"*. This is written in the Plains dialect of the Cree language and I am in the process of learning how to speak it. The English translation is *"I am a human of this earth."*

I am inspired by this line as I think about what it means to be a *human of this earth*. I have learned that this teaching is common among many Indigenous nations and peoples that I've come to know. I love to challenge myself to think about the ways in which I live out reciprocity, responsibility, respect and relevance in my relationship with Mother Earth. Mother Earth is relevant to who I am as a human being as no human could exist without Mother Earth. I challenge myself to think about the ways that I foster responsibility for, respect of, and demonstrate reciprocity with Mother Earth in my daily actions. I also wonder, in what ways are humans relevant to Mother Earth?

Then I think about, what might this mean for mathematics teaching? I wonder, how might mathematics teaching be shaped if there was an acknowledgement that humans and those learning mathematics *were of this earth*? I further wonder, *"Where is Mother*

Earth in mathematics curricula and classrooms?"; "Do we see mathematics of this earth?"; "What mathematics could we teach if we were to have a goal of fostering responsibility for and respect of Mother Earth?"; and "What role does mathematics have in humans learning to live a reciprocal relationship with Mother Earth?"

And, this leads me to ask, why do we teach mathematics and what metaphors, discourse or narratives, does one use for the value of learning and / or teaching mathematics? I recently read a review of the available literature on the trauma experienced by learners in their mathematics classes. I wondered, would the trauma exist if pedagogies in mathematics classes recognized *humans as being of this earth?*

I invite you to reflect on the discourse or narratives that you use in your practice to explain the value of teaching and / or learning mathematics and in what way(s) those discourses or narratives recognize that ALL humans are "*humans of this earth.*"

With gratitude and respect,

Florence