

Ilona Vashchyshyn



Currently, I teach mathematics, as well as a few French language courses, at a local high school. I am also involved with the Saskatchewan Mathematics Teachers Society, a group of teachers, professors, post-secondary students, and other volunteers who work hard to support mathematics teachers in all aspects of improving and refining their practice. Among other initiatives, this includes organizing the annual Saskatchewan Understands Mathematics (SUM) Conference and publishing a bi-monthly periodical for K-12 mathematics teachers, *The Variable*, of which I am currently the editor.

I have lived in Canada for the greater part of my life, but I was born in Dresden, Germany and lived in Ukraine until the age of 8. In 2000, I immigrated to Saskatoon, Saskatchewan with my parents, and have lived here ever since. After earning my high school diploma, I began my post-secondary studies at the University of Saskatchewan in the engineering physics program before eventually changing my focus to mathematics. After earning a B.Sc. Honors Degree in mathematics, I went on to study in the University of Saskatchewan's College of Education, where I earned my Bachelor of Education degree in the Secondary Education program. My primary and secondary teaching areas are mathematics and french, respectively.

I spent a summer working as a research assistant at the Global Institute for Water Security, where interdisciplinary teams comprising mathematicians, hydrologists, geologists and other scientists have been working on developing modelling tools, techniques and policies to sustainably manage the world's freshwater resources. More recently, I worked as a research assistant in the College of Education at the University of Saskatchewan, investigating a variety of issues related to the teaching and learning of mathematics.

I have found—and I do not admit to be the first—that engaging in academic research has a way of opening your eyes to the great deal of uncertainty and unquestioned assumptions around us, which can either be a source of dismay or a stimulus to continue learning. For me, it's the latter.

The world around us is becoming more and more saturated with (sometimes misleading, or downright false) numbers and statistics, which means that numeracy is becoming an ever more essential aspect of critical citizenship.