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New Brunswick path to numeracy in technology-rich environments: what elementary school teachers should be aware of ?

There are two recent trends in New Brunswick (NB) inclusive schools that require attention of elementary teacher educators: numeracy shift in K-12 mathematics curriculum and increasing role of technology via the use of tangible digital devices, robotics, 3D printing, and coding platforms (Freiman, 2022). More recently, data literacy and big data add other opportunities. How should it impact teachers' professional learning? Based on the in-school research on technology-rich environments, such as makerspaces and flexible classrooms (LeBlanc, Freiman, and Furlong, 2022; Chiasson and Freiman, 2022), numerous workshops with teachers and schoolchildren, as well as integration of technology into undergraduate courses in mathematics education at Université de Moncton, we will discuss how technology changes the nature of mathematics, its relation to numeracy and the way how mathematics is taught and learned in the 21st century to become more real-life connected, hands-on, interdisciplinary, and transdisciplinary and what type of support is needed for teachers to take an advantage of these experiences.