

## **Communication Tools and Methodologies for Mathematics Instruction**

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**ABSTRACT** This paper presents Communication Tools for Maths (CTM) and Get Real Maths (GRM), which are Active/Communicative Methodologies (ACM) for mathematics teaching in the Science, Technology, Engineering, Mathematics / Science, Technology, Engineering, Art and Design, Mathematics (STEM /STEAM) Education era in Zimbabwe. Observation of maths instruction in schools, remedial education centres and archival research was conducted. CTM and GRM were constructed through conflation of mathematics methodologies and active methodologies for language teaching. CTM and GRM were tested in a pilot programme. Quantitative and qualitative analysis occurred. Assessment of the potential contribution of ACM to maths Curriculum Development, Continuous Professional Development (CPD), Mathematical Knowledge for Teaching (MKT) and teacher training was initiated. The findings reflected that CTM and GRM increased communication in maths classes and that diversified instruction and active methodologies are relevant to Curriculum Development, CPD and MKT in Zimbabwe. Recommendations for further development of CTM and GRM have been made.