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A Reframing of Mathematics through Critical and Culturally Responsive Pedagogies

In responding to the TRC's call to develop culturally appropriate curricula and to educate new teachers in these curricula, the research described in this presentation asks the question of how school mathematics and mathematics teacher education might be reframed through critical and culturally responsive pedagogies. In doing so, it seeks to challenge that which (re)produces injustices with regard to participation in mathematics. The research begins from the premise that classroom pedagogies impact student learning in significant ways, thus making teachers' pedagogical choices a social justice issue. Research suggests, however, that, with increased forms of educational accountability, pedagogies more often seek to repress and regulate, rather than challenge and disrupt injustices. Drawing on a three-dimensional approach to social justice and the concept of participatory parity, this presentation introduces a critique of dominant school mathematics paradigms through a new (disruptive) form of culturally responsive pedagogy (CRdP). In essence, the research claims that reframing school mathematics through CRdP is a first step toward decolonizing it— toward noticeably disrupting the relations and functions of school mathematics.