

Teaching Mathematics in Ways That Disrupt Patterns of Inequity Predominant In Classrooms

Deborah Loewenberg Ball

University of Michigan, USA

dball@umich.edu

Historical and persistent marginalization and oppression permeate all aspects of contemporary life, including schooling. Institutional structures preserve and reinforce racialized and gendered norms, and exclusionary practices rooted in social and cultural status groups and identities. Change seems elusive. That teaching practice could be a force for change seems improbable to many. This talk will take up the question of whether and how teaching can contribute to disrupting racism, hate, inequity, and oppression and the experiences of those students who are persistently marginalized by instructional patterns and practices.

We will focus on the specific case of mathematics teaching and investigate patterns are produced and reproduced, minute to minute, day today, and week to week, inside the micro-relational and communicative work of teaching. We will ask explore how mathematics can be taught in ways that can change the nature of the experiences of children and affect their sense of identity, belonging, and success and will consider what it would take to make such instruction a reality inside of classrooms.