



TEACHING FOR EXCELLENCE AND EQUITY IN MATHEMATICS

<http://www.todos-math.org/teem>

TEEM Special Themed Issue

MATHEMATICS EDUCATION THROUGH THE LENS OF SOCIAL JUSTICE

Call for PAPERS

Manuscript deadline: December 1, 2015

Recent events in our nation have renewed the urgency to re-examine the role of education, specifically mathematics education, in lives of people historically marginalized in our country. The racial, cultural, and socio-economic demographic shifts have produced a new norm in our public schools. Unfortunately, the current educational system does not equitably educate our youth. What can we do to dismantle institutional structures (inside and outside the classroom) that perpetuate these inequities in mathematics teaching and learning? What are we doing to transform mathematics education that leads to a more socially just mathematically competent citizenry?

For this special issue on mathematics education through the lens of social justice, TEEM seeks manuscripts from classroom teachers and / or teacher educators whose work involves mathematics teaching and learning from a social justice perspective. By social justice perspective, we mean work that has explicitly disrupted institutional structures, policies and practices to advocate for and advance children, historically underrepresented in STEM fields, in learning rich, rigorous and relevant mathematics. We welcome manuscripts that include a “lessons learned” section to help *TEEM* readers understand the challenges and possibilities of this important work. The *TEEM* Guest Editors for this special issue, Julia Aguirre (University of Washington Tacoma) and Marta Civil (University of Arizona), welcome query emails about the suitability of proposed topics: email at **teem@ todos-math.org**. Please write “Social Justice Issue” on the subject line.

The following are suggested manuscript ideas for this special issue:

- A description, discussion or reflection on implementation of a particular teaching strategy that is rooted in a social justice perspective
- A specific classroom-tested “excellence and equity” mathematics activity exploring community-based issues related to power, distribution of resources, civic engagement or fairness. This activity could be accompanied by a blackline worksheet for classroom use
- A description of advocacy work with students, parents/families, or colleagues to challenge and change inequitable mathematics practices and policies.
- A description of professional development initiatives aimed at creating counter-narratives to the dominant deficit-oriented discourses about historically marginalized youth (e.g. Black, Latin@, Indigenous/First Nations, low income, English language learners, immigrant) and their success in learning mathematics.

Teaching for Excellence and Equity in Mathematics (TEEM) is a refereed journal published by **TODOS: Mathematics for ALL**. The intended audience of *TEEM* includes mathematics teachers, leaders, administrators, and mathematics teacher educators. **For more details on the guidelines for papers, see <http://www.todos-math.org/teem>.** All manuscript submission requirements for this special issue are to be included except those pertaining to the D.A.R.E. components.