Equity Based Practices that Promote Social Justice

Inclusion Collaborative Conference
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What is an “equity based practice?”
8 Dimensions

- Participation/Positioning
- Cultures/Histories
- Windows/Mirrors
- Living practice
- Creation
- Broadening Mathematics
- Body/Emotions
- Ownership
Social Justice

What does it mean to you?
QUOTES CAFE
QUOTES CAFE - Round 1

Select a quote and share how it resonates with you through [write, draw, doodle]
Engage in a conversation around the quote by discussing one or more of the following:

- How am I/is my school site working towards this?
- Where are we in this journey?
- How does this contribute to our impact to student success?
Our Position

The National Council of Supervisors of Mathematics (NCSM) and TODOS: Mathematics for ALL (TODOS) ratify social justice as a key priority in the access to, engagement with, and advancement in mathematics education for our country’s youth. A social justice stance requires a systemic approach that includes fair and equitable teaching practices, high expectations for all students, access to rich, rigorous, and relevant mathematics, and strong family/community relationships to promote positive mathematics learning and achievement. Equally important, a social justice stance interrogates and challenges the roles power, privilege, and oppression play in the current unjust system of mathematics education—and in society as a whole.

NCSM and TODOS understand that moving forward with social justice demands change in institutional structures, teaching and learning environments, community engagement practices, and individual actions. Incremental approaches to address urgent calls for action have made little difference in how many children experience mathematics in our nation’s schools. This is repeatedly documented by the disparities in learning opportunities and outcomes in mathematics education based on race, class, culture, language, and gender. Immediate and transformative change is necessary. These changes must occur in multiple settings and at multiple levels including classrooms, district offices, school boards, universities, legislatures, and communities.

Three components are needed for a just, equitable, and sustainable system of mathematics education for all children. There must be acknowledgment of the unjust system of mathematics education, its legacy in segregation and other forms of institutional systems of oppression, and the hard work needed to change it. The actions taken must be driven by commitments to re-frame, re-conceptualize, intervene, and transform mathematics education policies and practices that do not serve to promote fair and equitable mathematics teaching and learning. And there must be professional accountability to ensure these changes are made and sustained. This is the challenge and work of social justice in mathematics education to do right by our children and move forward together.
What is Social Justice in Mathematics
Breakout Groups with Q&A

TK-2
Jenny

3 - 5
Kirsten

6 - HS
Bernadette
Social Justice

What does it mean to you?