

Notes from the Critical Mathematics Education Working Group meeting held at the BSRLM Conference on 3rd March 2018 in Nottingham

This BSRLM working group met for the fourth time with the aim of discussing ways of promoting research that brings about positive social change through mathematics education.

Eleven colleagues attended the meeting: Nancy Barclay, Syreeta Charles-Cole, Andy Clapham, Peter Gates, Suman Ghosh, Richard Harvey-Swanston, Colin Jackson, Hilary Povey, Rachel Sharkey, Matt Woodford, Pete Wright.

During the first part of the meeting, Pete Wright chaired a discussion around a short article from *Mathematics Teaching* (The ATM journal) which colleagues had chance to read at the start:

Taylor, B.; Francombe T.; and Hodgen, J. 2017. Best practice in mixed attainment grouping, *Mathematics Teaching*, 258, p.35-39.

A lively and stimulating discussion focused on the following questions:

- What can we learn from the experiences of the authors of the article?
- What can teachers and researchers do now to help promote mixed attainment maths teaching and make the most of apparent gains in its popularity?

During the second part of the meeting, Suman Ghosh led a discussion on possible foci for future meetings of the working group.

The following ideas for taking forward emerged from the discussions:

- A future discussion focusing on the political context for mathematics teaching in Wales (from a CME/social justice perspective) led by Syreeta Charles-Cooke and supported by Hilary Povey - this would be ideal for the next BSRLM Conference on 9th June in Swansea.
- Bring and share to a future meeting case studies of schools that have introduced mixed attainment mathematics teaching (both successfully and unsuccessfully) - contributors to include Peter Gates and others.
- The CME Working Group should establish closer links with *Mixed Attainment Maths* - a teacher-led group advocating and promoting mixed attainment maths teaching:
<https://www.mixedattainmentmaths.com/>

The CME Working Group (launched in November 2015) is open to all and aims to promote research that brings about positive social change through mathematics education. CME aims to identify and challenge ways in which mathematics is commonly used to maintain the status quo and reproduce inequities in society. It proposes an alternative and empowering conceptualisation of mathematics, which enables people to better understand their social, political and economic situations, and to advocate and bring about changes leading to a more just and equitable society.

Keywords: critical mathematics education; empowerment; equity; social justice.

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