

**MIM: MATHEMATICS EDUCATION RESPONSIVE TO DIVERSITY: A NORWEGIAN,
CANADIAN AND AMERICAN RESEARCH COLLABORATION**

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MIM aims to promote education responsive to diversity through participatory research by developing and evaluating strengthening pedagogies. These are research based pedagogies building upon individuals' strengths and assets identified by examining past positive experiences; encouragement of hope and optimism and development of emotional satisfaction with the present (Seligman, 2002) hence moves away from cultural-deficit orientations and instead promotes achievement for all students.

Linguistic and cultural challenges are not new. Indigenous communities have experienced them for decades as a result of colonisation, as have children from non-dominant communities in other contexts. Tensions in education are intensified by language and cultural differences in times of large migration (Cenoz & Gorter, 2010). Classrooms with a high number of students from different migration waves, historically homogeneous communities with newcomers in their schools for the first time, and Indigenous schools with endangered languages are contexts that have been described in research, society and media as problematic due to race, gender, culture and religion, hence impacting *all* students.

The main objective is *to develop new scientific knowledge about how mathematics education may contribute to equity and social justice - and vice versa. At the heart of the research are students' and teachers' storylines.* Through juxtaposing Indigenous and migration contexts, we will further understand students' experiences and hence pedagogical possibilities, within Norway, Canada and the USA. We apply positioning theory (e.g., Harré & van Langenhove, 1999) to understand students' and teachers' experiences as it provides the required tools to understand *how* the people in an interaction may have different understandings both of the interaction and of the opportunities available to them within it. The storylines used by migrated and Indigenous students to interpret their mathematics classroom interactions and the role of mathematics in their life trajectories will be juxtaposed with the storylines used by the others in their classrooms and community. We have recently begun extending the field's understanding of the availability of storylines and identities in mathematics classrooms (Andersson & Wagner, 2019; Wagner, Andersson & Herbel-Eisenmann, 2019).

MIM is to be situated historically and culturally draw on and further examine research-based work that has shown to have a positive impact on groups who have been marginalized by policies and practices in educational contexts; and will be done, reflexively, in partnership with the peoples and communities who the work is supposed to benefit. MIM has all of these characteristics and will contribute to mathematics education work empirically, theoretically, methodologically, and practically.

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