

MATHEMATICS TEACHER EDUCATORS AS CULTURALLY RESPONSIVE PEDAGOGUES: INTRODUCING A FRAMEWORK FOR “GROWING CRP”

Kathleen Nolan
University of Regina
kathy.nolan@uregina.ca

Lindsay Keazer
Sacred Heart University, United States
keazerl@sacredheart.edu

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Overview and Research Question

Research on culturally responsive pedagogy (CRP) in mathematics education and teacher education has focused on either preparing new teachers for diverse classrooms (e.g., Aguirre et al., 2012; Ukpokodu, 2011) or on taking a critical stance toward disrupting dominant/oppressive paradigms in mathematics classrooms (e.g., Gutiérrez, 2017; Willey & Drake, 2013). The tendency has been to focus on developing the CRP of prospective/practicing teachers (PTs) and/or the mathematics curriculum, rather than that of mathematics teacher educators (MTEs).

Our research responds to Averill et al.’s (2009) challenge to “critically reflect on [our] own culturally responsive practices, ideally in discussion with other practitioners, teacher educators, and students” (p. 181). We present a collaborative self-study of two mathematics teacher educators (MTEs) developing our own CRP. We address the question, “What do MTEs learn from attempts to grow and reflect on their own CRP?” In this presentation, we share our newly developed *MTE Framework for Growing CRP*. To date, no specific tool has been proposed for supporting and guiding the professional growth of culturally responsive teacher educators.

Conceptual and Methodological Framework

Our research takes a layered approach to collaborative self-study (e.g., Hamilton & Pinnegar, 2013; Hug & Möller, 2005) such that our individual self-studies in our respective institutions converge to a second layer of collaboration through conversations on how we enact our developing CRP. Our framework includes four key reflective questions, which we constructed from careful review of a few sources (see, for example, Aguirre & Zavala, 2013; Lingard & Keddie, 2013): (1) How do my pedagogical practices draw on my students’ mathematical discourse and funds of knowledge? (2) How am I addressing concerns for balance between deep and rigorous mathematical knowledge with issues of culture, equity, social justice and language diversity? (3) What struggles and resistances do I experience as I attempt to disrupt dominant forms of pedagogy that my students express more comfort with? (4) How is my own identity and experiences of being a teacher interacting/integrating with key principles of what it means to be culturally responsive? In the framework, each key question is further clarified by sub-questions.

Data Collection and Significance of Study

Our collaborative self-study model includes individual journaling on the reflective questions of our self-study framework, and monthly meetings with each other for the collaborative layer. Data collection is ongoing with an aim of continually refining our framework for growing MTE CRP. In fact, the processes of applying, refining, and revising the framework itself help work toward the goal of growing as culturally responsive pedagogues. This poster brings to light ways that MTE collaborative self-reflection can support efforts to grow one’s own CRP practice— in collaboration with other MTEs and also with one’s students (PTs), making the framework available for use by other teacher educators who wish to reflect on their own CRP.

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