

# ***The Teaching Maths for Social Justice Network***

We will be holding a series of online twilight workshops in June 2025 on:

## **Sharing practice in teaching maths for social justice**

Confirmed dates:

- Weds 11<sup>th</sup> June (5.00-6.15pm)
- Tues 17<sup>th</sup> June (5.00-6.15pm)
- Thurs 19<sup>th</sup> June (5.00-6.15pm)



[www.mathsocialjustice.org](http://www.mathsocialjustice.org)

These workshops will be an opportunity to engage with and discuss ideas, teaching approaches, classroom resources and work in progress.

### **Presentations of ideas/activities:**

#### **Weds 11<sup>th</sup> June:**

- Naomi McReynolds (High School of Dundee):  
***A critical analysis of murder rates by people of colour (POC) in America***
- Jane Goodland (secondary school in Hertfordshire):  
***Conscientisation and codesign in secondary maths***

#### **Tues 17<sup>th</sup> June:**

- Angel Hinkley (Drumchapel High School):  
***Maths that empowers fairness, agency, critical thinking & real-world connections***
- Ric Crossman (Durham University, Department of Mathematical Sciences):  
***Considering racial and ethnic data from the QuantCrit perspective***

#### **Thurs 19<sup>th</sup> June:**

- Anne Kagoya (Barn Croft Primary School):  
***Teaching maths for social justice: A primary school teacher's perspective***
- \*Tawfiq Morshed (PGCE Secondary Maths student teacher, Leeds):  
***Reflections on PGCE mathematics study and TMSJ***
- \*Manjinder Kaur Jagdev (PGCE tutor, York St. John University):  
***PGCE mathematics student teacher lessons***

Each presentation will last 15 minutes, followed by a discussion of 15 minutes (those marked \* will be shorter presentations of 5-10 mins). Descriptions of presentations can be found on the reverse.

**Links to the meetings (to be held using Microsoft Teams) will be circulated beforehand.**

**Register with the TMSJN (via the website) before Friday 6<sup>th</sup> June to ensure you receive the links.**

## Descriptions of presentations:

### ***A critical analysis of murder rates by people of colour (POC) in America***

I would like to share a lesson I created around privilege and the bias of statistics in the media. From the lesson pupils should understand the importance of backing up a claim with statistics and reflect on privilege and systemic injustice. The second part of the lesson is built around the FBI data of murder rates by POC in America. Pupils should learn how to critically analyse the statistics seen in the media. We will consider how we could analyse the data differently to evoke different emotional responses and consider other factors that might influence the data, with consideration to correlation vs causation.

### ***Conscientisation and codesign in secondary maths***

In an attempt to challenge the oppressive, narrow and passive educational experience which dominates maths classrooms in England, I have been attempting to interpret and recreate the work Paulo Freire outlines in Pedagogy of the Oppressed. I present the research project I am carrying out with my year 10 class which falls into two stages: 'conscientisation' (coming to an understanding of the injustices we are experiencing) and 'codesign' (working together to collectively challenge these injustices). In line with the principles of my project, my presentation has been cocreated by me and my participants and is deliberately interactive and dialogic.

### ***Maths that empowers fairness, agency, critical thinking & real-world connections***

In this session, I will share a resource I developed to embed equity, real-world relevance, and critical thinking into maths lessons. I will showcase practical examples and outcomes, demonstrating how maths can inspire collaborative learning, amplify pupil agency, belonging and spark meaningful discussions about fairness and inequality. I will highlight the impact of this approach, as observed by my colleagues and me, and how social justice, rights, and equality resources use innovative ways to connect maths meaningfully to students' lives, empowering them to engage critically and empathetically with the world through a mathematical lens.

### ***Considering racial and ethnic data from the QuantCrit perspective***

A brief summary of the approach known as QuantCrit (see e.g. Castillo and Strunk, 2024), and how it can be used to deconstruct problematic assumptions relating to race and ethnicity in the practice of statistical education.

### ***Teaching maths for social justice: A primary school teacher's perspective***

When a primary school teacher plans, develops and applies a learning without limits approach in the teaching of primary school mathematics, the opportunities for embedding social justice are immense. This presentation aims to share how one primary school teacher teaches maths for social justice in the everyday. The presentation will briefly explore the theory influencing practice, materials used and children's learning.

### ***Reflections on PGCE study and TMSJ*** (shorter presentation)

I will share some reflections on my recent experiences completing a PGCE course and how this relates to social justice.

### ***PGCE mathematics student teacher lessons*** (shorter presentation)

I will talk briefly about the three PGCE mathematics student teacher lessons that I have observed which focus on climate change, equality and social justice.