

Sharing practice in teaching maths for social justice

The Teaching Maths for Social Justice Network will be holding a series of online twilight workshops in June 2026

Confirmed dates:

- Weds 10th June (5.00-6.15pm)
- Tues 16th June (5.00-6.15pm)
- Thurs 18th June (5.00-6.15pm)



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 10th June:

- Jane Goodland (Secondary teacher/researcher, University of Manchester):
Imagining a student-centred mathematics learning experience
- Anne Kagoya (Barn Croft Primary School, The Open University):
'I have the right to rest, relax and play': Exploring article 31 at school

Tues 16th June:

- Joel Kelly (The Blue School C of E Primary):
Social Justice Maths Days in the primary setting
- Ric Crossman (Durham University, Department of Mathematical Sciences):
Demolishing barriers to decolonising maths

Thurs 18th June:

- Angel Hinkley (Drumchapel High School):
Maths that empowers fairness, agency, critical thinking & real-world connections
- Pete Wright (University of Dundee):
Promoting socially just maths teaching – professional development workshops

Each presentation will last 15 minutes, followed by a discussion of 15 minutes. Descriptions of the workshops can be found on the next page.

Links to the meetings (to be held using Microsoft Teams) will be circulated beforehand. Register with the TMSJN (via the website) before Friday 5th June to ensure you receive the links. Some (but not all) presentations will be recorded.

Descriptions of workshops:

Imagining a student-centred mathematics learning experience

Let's strip back everything we know about schools, classrooms, exams and curricula, and go back to the basics of inclusive, critical, relevant, student-centred education. The only starting point is this: we will have classrooms where we come together in person, and we will have a dedicated session in the day for maths. What would this maths lesson look like? Who would be in the room and what would they be doing? This is not going to be a presentation. It is going to be a structured discussion to get us all using our imaginations and thinking outside the box!

'I have the right to rest, relax and play': Exploring article 31 at school

As part of the school's work towards becoming a Rights Respecting School, one class explore how well their school upholds article 31 using maths.

Social Justice Maths Days in the primary setting

In this session, Joel will present his school's recent work in incorporating social justice issues into the curriculum through the teaching of mathematics. This has included planning and teaching a series of three Social Justice Maths Days (SJMDs) each year (now in their fourth year). We will use this presentation as a prompt to discuss current opportunities and constraints for addressing social justice through the teaching of mathematics in all primary schools.

Demolishing barriers to decolonising maths

Efforts to decolonise mathematical education in the UK are not always supported by mathematicians. Many arguments are mustered against decolonising education in general, but the specific objections to decolonising mathematics frequently appeal to the rigorous logic of mathematics. The existence of objective truth within the discipline – something which is, if not unique, highly unusual – allows for claims that mathematics exists beyond political considerations. I will discuss the way in which such arguments fail, and how in countering those arguments, mathematics educators can set the stage for their own decolonisation work, at all levels.

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.

Promoting socially just maths teaching – professional development workshops

This session will provide an opportunity to engage with a series of professional development workshops that are freely available, along with accompanying facilitators' notes, on the TMSJN website (www.mathsocialjustice.org/prof-dev/). The workshops were developed through discussions at the Critical Mathematics Education Working Group (BSRLM) and the 'Promoting Socially Just Maths Teaching' research project, which involved 15 members of the TMSJN.