$DE_{k k} \triangleq  p  R$ ( $ p  p  S \approx  p  p  p  p  p  p  p  p  p  p  p  p  p $	The second section of the section of the second section of the section of the section of the second section of the section	P P P P 1> dIP ^>,   "A GSI ANY OROGIA obcarion, employment and life opportunities is now firmly established. A br	d d d E D ÅXd d E MATHEMATICS COllect Bishops and critique of the curriculum leads to consideration	UNTS POR WHAT? RETHENKING THE MATHEMATICS no of the current and alternative conficulum drivers. I argue that mor	CURRICULUM IN ENGLAND Andrew Nepes University of Nor endical traditions including criticalteethematical literacy, mathematical	etingham, UK Abstact This paper draws on European and US trics for social justice, general (citizenship) odacation or allgum	pyyyyyyyyyyyyyyyyyyyyyyyyyy A or 5 i d hysg rifical (mathematics) oducatem traditions to argus that the mathemat abildang should be central to a thorough rothink of the mathematics o	) 4Ē KrKugl 55 59 59 TP PP PP PP P ics curriculum in England is in urgent need of reconceptualisation striculum in England. Introduction: formarting mathematics For	d 8D P  d P  5 * 0E TETETE if a more engaging and socially just mathematics education is to be offered to samy years, sociologies of mathematics education, a minority of scholars in this	TSIGR 1 roung peopli field, have
a grote an immunication of the state of the	thed by Stevenmon ADDN EX CITE. Stevensor 1998-1604/160de Stevensor 1998- Featherstone Theory, Calture and SocietyLondonSuge Publications LidBourdine197. ADDN IN CITE Boundard 1997/2007/2007/2007/2007/2007/2007/2007/2	SCEntralblurg für Didaktic der Mathematik Patermational Reviews on in 1741507150Pierre Baurdinaldmique de Sains-Martin 1974John Egglest Preus (Houndins, 1998, p. 28). Although his context was not England, i nied at erade Cor abreu if a notadest is on excent of with those attaintee a di- nied at erade Cor abreu if a notadest is on excent of with those attaintee a di-	Authorities Education/06/19-207 (1998) as the form time-Contemporary research in the sociology of education Bourdies described such boundaries as the General Certifica- tion of the contemporary research in the sociology of education Bourdies described such boundaries as the General Certifica- tion of the core A <sup>*</sup> -C enaded only serves to maintain the st	unting power of marhumatics, which has an invisible role in the ser all and the service of the	as tumo analysis, and neutral new and new color of societal structuring are circumstance of neutry (p. 199). Such notions of societal structuring are & Passeron, 1977; Bourdieu & Saint-Martin, 1974) , recognised mobile whereby two students, suparated by the neutronics of margin of lower transportion of the colorat able to achieve the meaning exact	as central concern for many sociologists and Boundies, who w I the unique power of school mathematics, particularly through ins, have their future oducational and life opportunities different is mathematics, a nosition made nossible by the oursenanced in	note extensively on the reproductive potential of educational systems, be examination system: Other with a psychological bentality that nothinated in an instant. Such educational magic divides the "portate" -pay with the machinematics is relatively difficult, many more sendons will be	ADDIN EN CITE Binatileu/999/1509/58Pierre Bourding in ADDIN EN CITE Binatileu/999/1509/58Pierre Bourding ing can attenuate, the school institution lays down its final judgen de D and below- from the 'taxord'-grades C and above (to use ind mathematics to be the stambline book for their frame obscur and mathematics to be the stambline book for their frame obscur.	or account or purcupants as manuscratters in manuator to investment, a pract, was SOPS/Curver Conventer. Social and Reluminated ents and its verdices, from which there is no appeal, ranking all students in a uni- Durkheim's turnes). This is one aspect of the power of mathematics as current ion and employment plans. To discrete, consider data from the 2000 ICSE; col-	pe hierarch y sort.
Achieved A*-C (%) Boys Girls und All subjects 69 79 74 Eng- inequalities if looking at class or ethnic groups. As a result of deeply embedded cultu- guide C the curriculum is simply not appropriate. This bogs the question of whether if Bounding/1990/1590/159Piere Bounding/1990/Carrent Contents. Social and Below	lish 46 62 54 mathematics 46 49 48 English and mathe 38 46 42 Eng ral belliefs about school mathematics, generations of students have had a less than positive or he curriculum is appropriate for anyons, or is it simply a means of achieving the grade? On informal Science 21810 (Newsonia) 1977 2081 (2008) erossis 8 1977 London (Routfielde & Ke	nglish not marks: 8 16 12 marks not English 8 3 6 Fig 1: GC3 experience of the subject, leading to ongoing discussion in the UK education not of those deep seaded beliefs in the UK (as in many places in the world) is Crosse Paus End. (Herrassies, 1977; Boardies, 1999). Zevoshwan Con-	SE A*-C mealts from 2001 by gender Those figures do not to on prose, and between a very small number of scholars, about that mathematics need necessarily be taught in ability groups DBN EN-CITE Zecomberross200220972098cobus Zecombe	off us about endours attaining 5 or more A*-C including maths and whether or not mathematics should remain a compelsory compose. These groups are based upon unreliable notions of ability. ADI prevention of the compelsor of the compelsory composed in the compelsory of the compelsor of the compel	English but they do indicate what might happen when they become a set of the carticulum. However, if we follow Voluniak's argument the BN EN. CTE Gellhors 2001/247244David Gellhors Debessh has instituted by Falters 88-50 mean Carellon Destinations Arthur followed.	a necessary part of a diploma system. Equal number of boys were allowing some students to not take a GCSE in mathematics and GCSO I fact Demains-Sociology of Education TodayBass the Masslemen is Subject Teachine Seriesalism. Investory 2	add not obtain the diploma due to not achieving the C grade in maths sould guarantee their consignment to the ranks of the methematically agentic/Palgrave-65-99 (Gillborn & Youdell, 2001) which dispen- session of the constraint of the control of	or in English. For the girls the picture is quite different with mall underqualified. But about half of students will probably not get as initial and ongoing inequirable access to the controllum, largely has work in the context of mathematics ability expends to const	ematics being much more likely to be the stambling block. We might expect to grade C. So, the argument follows that for those who are very unlikely to get to on the grounds of students cultural and linguistic mources. ADDIN PN.CTT and learner detectations to markematics learning. Although such streaming rea-	ne similar ne GCSE E tices have
now filtered down into English primary classrooms (even to 6/7 year olds), the high p England are increasingly working with modularised consen that make this argument is Reader/1997/Reckingshaw/Open University Press: (1997) study of two mathemati (2009) describe as an outdood Enclideas from of curriculum that atomios learning	soint of such grouping practices is their structuring into examination syllabi. Since their intro sent-redundant as students can work their way up through levels through their course. While is learning culture office a challenge to the champions of the increasingly formalised and a to manageable parts. This is currently seen in English mathematics classrooms in a sunctife	reduction in the late 1990s, mathematics GCSE has been examined at three I albit these are interesting developments they are essentially about organization of atomised curriculum form that seems prevalent in English maths classroom tifical obsession with stating learning objectives; as if by doing so there is so	levele: higher, intermediate and foundation. Each of these leve onal and assessment structures and castfully steer clear of a fi- se but her analysis is focused more on classroom cultures than me assumed of what will be found. Eather, "the part is not sin- me assumed of what will be found.	ols allows students to achieve a grade within a particular range. The instancental discussion about school mathematics curriculum and p is curriculum structure and purpose. Having said that, the more open mply a fragment of the whole, it is a fractal out of which the whole is	foundation tier only allows for the maximum possible grade of D, so alagogy. Moreover they still do not deal with the question about cut task oriented forms of learning that Bealer describes provide the kin nfolds and in which the whole is entitled; (Davis and Sumara, 2000	o falling short of the magical C threshold. After many years of miculum appropriateness for the many students who will not a nin of environment that would be conductive to a more socially 6, p. 328). This metaphosic shift in conceptualising and under	solitical debute and folloying this has now changed with the introducti hiere the grade. In order to explore this issue about appropriateness? see, democratic forms of mufmunatics learning. Such traching is not sk anding curriculum has implications for disrupting the broadly superd	on of a two sier GCSE that from 2006 allows all students to follouther we must consider whose instructs are served by the current use to what Davis and Summer — ADEIN IN CITE David 2006 active processes of education and I will return to this later. Possi-	w a mathematics course which could result in a grade C. At the same time ichos curriculum and pedagogy? Booler 's ADDIN IN.CITE. Booler 1997;25412 SS203S2Brown Daniel Foundament/2000 Journal of Curriculum Studies.52 the answers to this question about curricular and pedagogic purpose are predicted.	ls in 54 <i>Ilo</i> 582 <i>I-</i> 845 od on
recognition that the formatting power of mathematics mass deeper than summative as distribution of information that is understood to be the core driver of the economy and motivated as it is by the recognition that "almost everything that goes beyond the stan subject. Teachers need to recognise that mathematics is not absolute ADDIN EN	neomen processes to include the grouping practices and podagogies of mathematics classes is the prime source of power. Mathematics is a critical component of that world. Unfortunatel aband subject matter of the first seven years of schooling can be forgerten without the person CTTE Levenus 1990/1510151Seephen Levenus 1990British Educational Research Journ	seroom mentioned above. As a teacher and teacher educator I have seen ple sidy, whiles society is changing, the mathematics curriculum has remained lay one involved suffering from any noticable disadvantages." (p. 84). Despite the real 16155-61/64/Bibliot, absolutiot, episteronlogysLebeg(20094541454Ge-	enty of evidance of learner distillaction and often been challed regoly unchanged. All English school stadents must study unthe se differences between England and Germany, the same challe- orge Lokel/Rafael Nume; 2000/New York/Rasic Books/Erne.	nged by the vexad question: "what is the point of doing this?" The contains for eleven years and most finish with little that is of value a entry about secondary mathematics education can be made here. He extrippi2711271Past Economistry in Mathematics Educa-	nesses are not straightforward and must surely change in accombanc others: acoustd a half will not have achieved a grade C. Heymann 's quann argues for a receismation of school mathematics towards a cle cionBasingscoleThe Falmer Press: (Emest, 1991; Lakoff & Nun	or with the changing nature of society and work. In the increase ADDIN EN CITE: Heymano.20035151515Heymano. H. learly articulated notion of general education and I will return nex, 2000; Lemma, 1990) or value free ADDIN EN CIT	gly schoological world that Castells ADDIN EN CITE Controlle V-2003DsnelvochKlawer Academic Publishers (2003) ADD this idea below. His thesis rightly provided considerable discussion is Bishopd 98849088eary-Converted antEndVore4905 but a cal	20005141514Casadit, M200007fordHacksov/DCasadit/996 ON EN CITE Heymans2005470theary-Conversed-orlEndNo The difficulty that many mathematics stackers have with such a hural construct. The US critical mathematics educator, Gastein	509 (2003) refers to as "the informational society" is the production, max to-4706 thoughtful analysis of mathematics education in Germany is relevant notion is its dissonance with common ontologies and optennological views ab ADDIN EN CITE Germeis 2006;5121512Gantoin, Eric 2006/him.	gement and here, out the
York/Rendedge/Getzenic/2006-097 (2000) , explains that mathematics should be us a demantic expansion in the need for practical applications and knowledge of science mathematics was still the preserve of the universities and those incorrectly animed pul- began to take shape. In the 1940s a forest education system was mandated with stude	sad to "rad and write the world". He goes further than Heymann's notions of 'critical think's and rundwaratics: ADDIN EN.CTE. Rogers/1908/516516Rogers, L. 1908/Mathematics lek: schools that supplied them. So it was that the emerging domand for mathematics learning mos streamed into grammar, secondary modern and technical schools through the 11+ exam-	iking 'ind 'understanding the world' to suggest that social justice should be richer Education and Society J Northingham Rogers 1998501 (Rugers, 1996 ing helped to engenin a hierarchy that would remain endemic to mathematics united in. Despite some resistance to this tiered system it was not until the la-	a concern of the mathematics classroom. The challenge from 8 89. Universities that had for no long been the custodians of a so adactation maths for the workers or mathematics for the elite 1900s that comprehensive adactation became a reality for most	Gateain and Heymann is to be more radical in thinking about much muthematics obscation for the elite few were gradually accompanie to. The debate has changed but the underlying distinction in the sams at children in England. Throughout this development the markemat	number podagogy and carriculum. However, in order to do this effect by other organizations and institutions offering the more open publi- the 'gold standard' of A level for univenity mady, or the Tancison or curriculum was at the disposal of the schools. Not that this was to	crively it might be helpful to understand comething about how the education, often focused on the science and marks required in all mathematics' for employability. By the start of the 20th con- without its critics. The landmark Cockcost: ADDIN EN.CT	he current curriculum has evolved to this point. Any analysis like this the new industrial society. These applications were different from the my primary education was available for all children and focused on the E. Cockeragh 1982 1715 17 Cockeragh, W. H. 1982 Landon HMS OD	will of course he necessarily brief hat will help to frame the must be historical mathematical tradition of fluctid but the more utilizati of 8 for reading, writing and arithmetic. However, in 1992 the the ESF082494Mathematics Course, (1982) report citos many	ing discussion. A brief listeopy of school mathematics The 100 years from 1750 in and experimental applications of mathematics domanded by industry. The tra- te Conservative government set up Local Educational Authorities and the mode- examples shrough the latter 19th and 20th century of critical reports on the sta-	to 1850 saw litional n curriculus u of
mathematics instruction and enhances is knowledge. However it was not usen the each of markers and shifts in international trade pastures, the economic diviners of a sufficient mathematics? Even from that short account it is clear that mathematics is part of the because it is the happing of science and it helps us to understand and reveal the work bounds from more away but have to their use alone, intended to come use, curiodism use	or the 1980s mar to text me a Neuronat currectum is magician, inmany me with stong criti- curriculum have strengthment. Following closely behind the NC the Neuronal Numeracy St- politicized knowledge of schooling. As such there is a need to make some of whose interest did, because it helps our students to get a job, other disordy, in those areas of social or physic inclusives disident servers. Methorogics adversaries for the scalence This scalence and those	stacton ADAN ENGLISE Education production of a community of Strategy and Framework for Teaching Mathematics. ADDIN ENCIFEE Protos are served by the curriculum as it stands and in what ways. Some of the viscal science that require mathematics, or directly, insofer as mathematics, it are rentrational mathematic use in science and industric bases advance hours or	continguation received and the Fathers Prints: [100 of SyLE2001 1981 SPEED OIL London Department for Educ many reasons that have been given for teaching mathematics through testing, acts as a social filter, admiring to certain pool or of the deviations forces in domina the whool certains.	examps, Downing & Nose, 1990) in this remained as the company certains and Employment (DHE, 2001) added pedagogic direct are listed by Davis. ADDIN EN. CITE. Davis 1991;2187218791 feesional possibilities those who can master the manerial. We teach Machad the concern thous the attent of short methods among a surrous	ney cumenum, anton wen negum nementanion, an now's a gonerius on to the curriculum and although only discribed officially as "guida lip Davie 1993Sal Benrivo Jean Pind Vian Bendegum Roland Fisch is also to reproduce ourselves by producing future research mathemat in the successor rose condition of resthematical understanding of science	and of teachers are customing the printerson whose units turners have, the money open on the printery and then secondary wh herMath Worlds: Philosophical and Social Studies of Mat stickes and mathematics trachers, (p. 150) Below It will explor to technology, and support of the printerson of the printerson of the control of the printerson of the printer	ance encument was trained by size. a Nr., and concerns about the ma- of linearmation of the Strategy leave no-one in any doubt as to its st- ematics and Mathematics EducationNew ForkState University of some of the guiding principles that various groups use for positionia distance the nor sample of these arealment into actions and industri-	intensive Communities and emodest attainment may not substance in state. For example, per-service transfers have to buy their own N (New York Press182-194 (1993)): we teach it for its own sa- g mathematics education. Certain of those are currently dominan- the document in A level mentals of methomatics comman and the	ad with the increasing procure surroup room intermations comparisons, emerging. Due got a copy of the Pramework for Teaching Mathematics for four Why do its, because it is beautiful; because it reveals the divine; because it helps us think and some, as I will explain, are in surgent need of genure attention. Each of the floored insolouses of current commonly as the processor of the contract to remove to remove.	tanour we teach logically; n would
for A level study. That there are serious issues is not in question as it is the widely be (industry, business, commerce, etc.) is not benevolent and in the individualised visik s part of the 20th century international comparisons of mathematical compenses of the commerce of the 20th century international comparisons of mathematical compenses.	a plantage, summing space, returnment of contraction to a matterly summing an analysis and the best first interaction of sufficient number society in which we now live there is a concern for minimising 'bade' or ricks. Not only doe (KSS, PSA) contributed to a 'back-to-base's mon-conservative tend in many parts of the summing and the summing of the contraction of the contract to the contract of the contract	or or of skilled STEM graduants (see Wolf ADDN ENCITE We(2002)) one mathematics offer us the tools to assess such risks but it also is used to a world. Brown's ADDN ENCITE Brown/99/1377/128/argaver fits of accided contexts in adult his marker fits convenient under trademarks.	391509Altion Wol(2002LandouPropale (2002) for a cogenitate the 'reflexive moderatiy' of which lieck writes, in winess P99KRoger SlovGoby WeinerSolly TombissonSchool Extension to the temporary of the common temporary of	counterargument). As the UK chanceller Gordon Brown has said, " thich the economy (and science) is not value-free or necessarily 'ge Effectiveness for Whom? Challenger to the School Effectiveness counted stones so determine who is decomed to be the innoverse to	science is the bedrock of our economy. While this might be the cu of. Mathematics education for employment Employability is a key or and School Improvement Movemental andoordainer PressS- thematical incumbates for the '1're content.' This is all bidde codition.	me a more critical perspective is needed here. As Beck. AD policy driver for improvements in school mathematics standar 1-47 (1998) analysis of 'the syranty of the international hore land and although some improving concentration of the national	SWINN CITE Back 1992 1993 9900 Unioh Back 1992 London Stage P.  K. However, the nature of employment is also changing and the global race" highlights the considerable methodological flaws in those kind for the property of the control of the contr	abilitations (1992) explains, society cannot be understood in I shift of economic markets in making for a different view of who of international computessus as well as the fact that they have p in 1904 Imme Visitor Imme Hilbert 1905/New York The Front I	angue amougan, y or investe companies, which immediately "goods". The control is means to have a mathematically well educated workforce in the 21st century obably had a more wide-ranging impact upon mathematics education than otherwise, i.e., 2 signer # 11500. The min of the most in century obably and a more wide-ranging impact upon mathematics education than otherwise, i.e., 2 signer # 11500. The min will be most in century to century the min of the most in century than the min of the min	my In the late r subjects. I
globalization. Although the global knowledge economy is important as we amicipate Admittably them have been attempts to niovigenate curriculum and pedagogy in the academy's domands and those of the employers have to far been about the well qual bour strangly criticised is terthas unsurricism. To imagine that after 11 went of con	more international migration of workers and work, local knowledge is equally, if not most, has twenty years but this has arguably had limited impact (consider for example Brown or al- lified graduum, there has been a parallel concern about the basic skills of the UK workfore- melious whooling those who left school with first or no mathematic small-fination could be	n, important. As business and industry become more specialised so too do the al. ADDEN EN CITE Brown 2003519031904 arguest Brown Mike Ask rec. Bytuner and Parson's ADDEN EN CITE Bytuner 1997295102955. B to brokilled' so cardy is naive. What has barooned through this time in the in	or mathematical practices integrated into those work spaces. So tere-Kilson MillerVollerie Phodes/2007British Educational R Symen'S. Paramat/997Londonlinici Skills Agency (1997) increased momentum of the skills areada and this is at the hea	Homover, ubiquitous technological support is changing the types of foresearch Asserted 299555-672 (2005) analysis of the National highlighted the relationship between poor levels of numerous and of the Tomilisons recommendations on the future of the 14-19 or	mathematics practices yet further. So the political argument for a ma fumeracy Strategy). In some cases the impact has been quite the re- unemployability and that this combation was temper than between including. ADDIN ENCITE DESCORASSIONSSORESSORES.	anhamatically competent workforce is grounded in a utilitation twees. For example, the Smith Report ADERN IN CITE 5 in poor levels of add itseracy and employability. The Labour product Demantment for Education and Stalls. (DRS, 2004)	on that supports a curriculum that is inappropriate for the increasingly nich20047764017644chins Smith2004LandouThe Socionary Offi- curment has spent huge sums of money sucking to recitly this skill in this resort the notion of numeracy has mershed into consultant ca-	Givene knowledges required in modern society. In contrast, the or (2004) describes the 'disastrous' impact of the Curriculum horfull based on the belief that these people can become more field 'dusciousl' mathematics'. If memeracy was a slineery term the	school mathematics curriculum has changed little in structure, consunt and deliv- 2000 reforms upon participation in post-compulsory mathematics study. While nomically productive if their mathematics is kills as unproved. That these inhis in this notion of functionality rooted in the utilization metasher of mathematics.	ery. It the since have
toolset for work and life, is perhaps oven more so. What function does this marks per of curricular and pedagogic purpose is key to reinvigorating interest and ongagement superficially and, correspondingly, quickly forgorate again. ADDN EX-CTIT Hey While Haveman retains the notion of "resemants for hear life", underescod more box	form? The double meaning minforces how mathematics is not only sorbid to the one who he is the learning of mathematics. Mathematics education for general education Reyman's. Journals 2005/S1511SSM-peanon, II. W.2005Morder-likkhover Academic Publishers: (I addy than into employability. he also suspects that the "reconsistion of cultural competence" is	has it, but that school mathematics does things to people. So are school math ADDIN ENCITE Heymans/2003-F00bbrary-Converted ordEndSton-e7. [In Many trackers and students of mathematics in En- sistential be a core theme of mathematics obscribed based upon a model of to	thematics classrooms simply production lines? Are schools just 1966 — exploration of the question "why teach mathematics" aughand would share his view. He goes on to accur that "course warral education. Thirdh, mathematics is used to 'develoo as	at training employees of the future? Although this might be the une "makes a strong case that it be part of a general education. He expli- national mathematics instruction in schools does justice neither to a underenadize of the world that evon beyond the fabricated com-	colum yet agreed purpose of the curriculum as it stands. I suggest that sins that: A great number of children, adolescents, and adults encoun- terseable societal demands nor to the individual needs and qualifi- stats seem in so many classrooms and texts. Fourthly, and most focus	at school mathematics traching should be more deliberate in its inter-enormous difficulties with mathematics. For those people, as inverses of a majority of adolescents: "Q. Heyman is used on classroom reducers: he success that mathematics sho	aim to propase citizens for active porticipation in democratic society, he difficulties are instance in the distinctive characteristics of the subjectical of the way in which mathematics obscares can become so for differential "understanding, consistive skills and critical thinkings" abbo	No whereas school mathematics is clearly important to future or oct matter. In many cases, the mathematics which they are oblige used on the detail of their own discipline that they fail to take onth I think that use of the word critical is not the same as that di	ployees and the academy is should have other equally important priorities. The do learn in schools only attains the status of knowledge required for examinati out of the larger educational and social countrix in which mathematics stacking caused below. Finally his list of five one themes moves on so consider the class	residening sex - learne is situated. mom
centronument and the impact that this has upon the learner. He envisages a classroom is level specialisation, we do have a loosely related notion of citizenship. In suchry the is the work across the curriculum or more commonly as a stand alone taught curriculum related to education for social justice and that as such classroom multiprice noofs:	in which the 'willinguess to assume responsibility, communication and cooperation, enhance due of citizenship education is a consessed one. In the UK in recent years there has been mus. I flowing already highlighted the sendency of mushs trachers to dency the value-laden nature to be more reflective. In this way we can begin to see how mathematics in usual by, and on,	nees the students' self-enteem". He points out that none of these elements are much concern about political engagement and following the Crick Report se of manhematics, it is perhaps unsurprising that most mathematics teachers on a various mambers of society and in classrooms. She makes the important p	new but that together they might offer something of a new p ADDN EN.CITE. QCA19985953bhuxy-Constructed suffice did not see oducation for citizenship (as constituted in this cur point that "to hamess mathematics learning for social justice in	positio for mathematics education. Aspects of this profile have been adVent-50527 ADDIN EN.CITE Crick P98551815188789 riculum) as their domain. This form of citionship education is not produce rehinking and refrancing mathematics classrooms so that be produced to the contract of the co	referred to already and others will be picked up below. The notion of Crick1998LondongCA (1998) recommendations were made what I am describing here. Povey — ADDIN EN.CITE Povey2003. th the relationship between participants and the relationship of partic.	of cultural competence is a theme of the National Carriculum I de regarding the inclusion of citizmobily education in schools. It \$5.9975198Elery Process2005Leone Burrondoternactional Per- icipants to mathematics (as well as the mathematics itself) is ch-	at metly gets taken up by mathematics teachers. Mathematics educati or the two years schools have had a madatory obliquation to 'deliver' parenties on Mathematics Education/Westpoor CTPranger Publish aged" (p. 56). So ishbough I am arguing for a suthinking of curriculus	on for critizenship Wheneas we are not used so talking about gene cirizenship using the newly introduced National Curriculum for hear51-64 (2005) has offered a critique of this policy from a nother reminds us that this cannot happen agent from a reconceptu	ral education in England, other than in contrasting primary school generalism at Estamble, Schools adopted one of a number of implementation models, either numbernatics educator's perspective. She argues that education for citizenship is albation of what such a classroom might look like and what kinds of pedagogia.	d secondary mbedding closely care
privileged therein. A classroom where mathematics and citizenship oducation run in p in these classroom mathematics is used to make some of the social and scientific dual Consumed antificat/ocs-4976 motion of 'reading and writing the world with math secure multismal success in high-stakes teeting. However, school systems tend to infi	unallel is developing a more socially just ofton through its practices as well as in the content mensions of the world in ways that uncover in the value-laden nature of mathematics. Have annatics' is explicitly rulated to social justice education in the mathematics classroom. He do is such power on those who arrive already having it.—ADDIN ENCETTE Boundies19771	nt and delivery of the contenium. The same concerns were part of Heymann vehem, Ernest — ADDIN ENCITTE Ernest20045113167511Ernest, Paul describes from his own classroom practice two intervalued carricular guide. 7153for example, 1155Pierre Bourdieu-Claude Passeron1977Mike Feat	n's com principles. Mathematics Education for Social Justice 2004B. Clarke, D. Clarke, G. Enamarkonert all'erspect teaching for social justice and teaching mathematics. Wallet theratone/Theory, Calmer and SocietyLondonSage Public	The concept and practice of critical mathematics oducation. ADM inter on Learning and Teaching MathematicsGarchery(Netiona there are certain tensions between those goals, Garanin seas consid- serious Ltd. (for example, Bourdieu & Passeron, 1977)., which is	DIN EN.CTTE Skrommon 1994346134460fe Skrommon 19944616 Centre for Mathematics Education 313-327Ernes 2004306466 mble value in holding them together. At the same time he recognise to not the case for relatively socio-economically disadvamaged studen	is BildopMethematics Education Library/Enotites/bildoses (6 (2004, p. 316) includes "impowement of the learner so as that in his work with disadvantaged students he is not only tout. Understanding societal power relationships means that the	Academic Publishers (Skovanous, 1994) has much in common highly amerate critical citizen in society (empowerment of social ju- suable them to 'tead and write' with mathematics in order to-critique tols of mathematics and of schools more generally must be made exp	with obscurion for chismship. There is an explicit aim to make or tice-concerney" as one of his six aims for the mathematics curricul to what might be termed 'glocal' social conditions of injustice, but like and the 'nules of the game' honed, particularly for those stad	ue of the faci of classroom mathematics activity the critique of societal power ni um. Gantain's ADDIN EN.CTE Gatassie.2006-997/theory- i also they must accrue unthematical power. Such mathematical power is what ents who have not acquired this sense of the game from their family contexts. It	ationships. is needed to has been
suggeond that the lack of mathematics graduates may have a negative impact on future orthographic accounts of the transformative impact of social justice mathematics task ADEIN EN CITE DJCX2003397136729EEXXXXII.nedswildMSO (DBEX, 2005) students of mathematics are often very different. These various influences outlined als	on economic prospectly. Though we cannot deny the importance of mathematics in the fields to upon students. Mathematics Education for the Information Age This belief overview of so logislation and the move to more school autonomy suggest that further change is just around over 200 not new. Ernost's ADDIN EN.CITE. Econot 1992;5107510Fool Econot 1992.	etc of modern society we must be clies about the fact that the social advance some of the main purposes for mathematics education has moved from the v and the corner. What does all of this mean for mathematics education in the k S. Levman and M. NicksonThe Social Context of Mathematics Education	oment is not just about economic growth. The economy and m very well documented and current, taken-for-granted employs knowledge or information society? What kinds of mathematics m: Theory and PracticeLondonSouth Bank PressS-64Es	nuthermatical knowledge utilised within it does not always lead to b bility and skills entionale to the most problematic (for a non-consu- al knowledge skills and understanding will be desirable in tun or tw insext1992500 (1992) analysis of the origins of the Mathematic	ther life circumstances for the members of that society or other socia- varive administration) one of critical thinking and suching for social entry years? To what degree and in what ways will increasingly power t NC showed a similar set of influences. He explained how the 'old'!	irise. Through various applications of mathematics (science, to al justice. On the busis of the future world scenarios of the Offil setful technologies impact upon schools, learning and in partice humanism (those in the academy) and 'industrial trainers' (the	haology and orginosting) we have improved transport, the design of D, the Department for Education and Skills has been considering who ar mathematics? These-questions need to be a part of the debute about outployers) dominated the new curriculum, marginalising the child-ces	life uniting drags and ormal privacy. On the other hand there is a is achoosly might be like in the year 2020. We are in a period of a i curriculum and podagogy and though this is happening to an out- tred 'progressive educators'. One group - the 'public educators	global arms trade, digital frasel, increasing income divides, etc. Generals offices swained and considerable change in the offication system in which Every Child set amongst the research community it is evident from time in schools that the '- were not given a say whatsoever. These public educators represent a rad	ompelling Matters radition for cal
electricism and education for social justice in the mathematics classroom. An adder moned in the modern world to think quantitatively, to realise how far our problems are Note2002464146658sphanie PrintingPar Perkk2001LondonEnrich Falton devenue (note: 1) 117th first methods in writing in strike the shandow of selfic whenther to realise the strike of selficies that the strike the selficies in the social of selfic whenther to the selficies of selfic whenther the selficies of selfic whenther the selficies of selficies and selficies of selficies and selficies of selficies of selficies and selficies of selficies of selficies and selficies of selfi	mency and functional mathematics Having considered those curriculum drivers I want to exp problems of degree even when they appear as problems of kind. (p. 270 cited in ADDI ADDIN ENCITE Cockere/p19/05/17/11/57/Cockers/p, W. H.19/02/molostHMSON white is useful in exceeding 18th Advancion of Cocker/P in mercula in some of the control of the Cocker/P in mercula in the Cocker/P in t	on the property of measure materials to key or approximation with consider briefly the terms numericy and functional mathematics. Although HN IN-CITE Nosc20025207520Ness, R-2002Linde HoggartyTeaching DISS/BS249411 (Cockcroft, 1982, p. 11). The committee expressed the set of the functional mathematics when was introduced in the Tealisson most	I have used them fairly loosely so far their introduction and ev- g Mathematics in Secondary School Londow Routiefge Fair- e view that being numerate should mean the possession of two and reinforced in the subsection of their conference. ADDIA	volution in curriculum and policy discourse is important for underst ner35-46Nosz20024841484Suphanie PremagePer Perkx20011 o attribute: The first of those is an 'at-homenos' with numbers as 6 CTET 10752014860H00077	anding the purposes for school mathematics. Like many seams in eve- oudoullavid Fathon Noss, 2002, p. 33) From a review of subm d an ability to make use of mathematical skills which enables an ind Data according to the control of t	spanning to the management of the management of management of management of management of management of management of the Cockeroft committee the cocclusion was made fittidated to cope with the practical mathematical demands of every management of the management o	by in an exception. The Crowther Report of 1959 gave an introductor, that "the words [numeracy/numerate] have changed their meaning or typing life. The second is an ability to have some appreciation and mure in the contract of the Chromototh. The recition of the Chromototh who recition is not to the contract of the Chromototh. The recition is not to the contract of the Chromototh.	of definition of numeracy as An understanding of the scientific ap- noiderably in the last twenty years," to denote little more than an forestanding of information which is presented in mathematical to fore hostilization in the controllation, noticed orbits in the LA-D whose	react to the study of phenomena — observation, hypothesis, experience, verific- hility to "perform basic arithmetical operations" — ADDIN IN.CITE ms, for instance in graphs, charts or tables or by informer to percentage increas- actions to be or risk The North former. — ADDIN IN.CITE (2014) (2014) (2014)	ation the
Smith2694LondowThe Stationery Office (2004) "Making Mathematics Court necessary might not be best served in these classrooms although generating better or literacy has four goals (p.19); understanding the mathematics understanding the mathe- forms of recommendation. In many to our mathematics one counter those covious when	recommended a radical rehind of the location of statistics and data handling which would not curricular mathematics work is highly desirable. Developing a more socially just mathematics of political knowledge understanding the politics of mathematical knowledge under the politics of mathematical knowledge understanding the politics of mathematical knowledge under the politics of mathematical knowledge understanding the pol	If the better removed from the mathematics timestable and integrated with the ematics curriculum in this paper I advocate a shift from a predominantly aca remailing the politics of knowledge Par in a different way Gannels. ADDIX subtes and make connections between them, in 250 Noblines. ADDIX 19	o teaching and learning of other disciplines (for example, bol- identy and employer-driven curriculum which directly benefits IN EN CITE Geometra20065121512Geometra, Eric2005his IN CITE Notifices 20045275127640145 N. 200446000000	logy or geography). The time restored to the mathematics timeshle is a minority, to something that will engage all students in developin to Federal developing to Federal develo	should be used for acquiring groune mastery of core mathematical c goot just mathematical power but what Frankmentsis — ADDIN EN- seams to read and writes the world with mathematics are To use much [CODIA]. They in addition the laster problems should be used for a [CODIA].	concepts and operation (p.7). This would be very concerning ECTE: Frankowstwic20055217521Frankowstwin, M. 2005E hematics to understand relations of power, resource inequalities, more interesting to the property of the p	or a number of reasons. Firefy the agends here is that of higher educ- ic Gastroin Bob Peterson Rethinking Mathematics: teaching anci- ind disputate opportunities between different social groups and to un- al-medi links by with the humanides by the control of social and in the off-medical control of the control of the control of the con-	ation, in particular STEM subjects, rather than on what might be in of justice by the numbers/Milwanker/Ershinking Schools LAII demand explicit distribution based on race, class, gender, has normal science. Bor all of house there usually need to be colored	sensitical in a general education for future citizens. Secondly, the kinds of that- 2-28Pxonkessneis2005498 (2005) terms 'criticalmathematical literacy'. To guage and other differences. Further, it means to dissect and deconstruct module or told 'under 'crossread to communicated literacy'. While I am not	reareness is form of and other
that this is a currently imaginable way forward in the English context such an approach schooling, coupled with the common dissociation of politics and mathematics, then pe and excid activies might not be the preferred outcomes in a school system that gener determination and neutricination. In 211. They we there wave for obscatton to develor	ch does offer interesting possibilities. For Noddings (as with Bleymann, Powy and Garania) orbaps is in helpful to think of the rowin pedagogies of access and discent (Morrell, MOS, cit- cut of the control of the control of the control of the control of the nature of a find-anamentale, not additionalisins or democratic) and arraw that modern fisk society mount	<ul> <li>a) the whole of this curriculum design should be predicated on democratic printed in Gatassin 2006, p. 200). If pedagogies of access series to open up future if a printent printed in the place of mathematics oducation in preparing a future cit alone entant produced in the process of a future cit alone entant in the produced and a future cities.</li> </ul>	etinciples of claseroom participation — ADDNN EN CITE No re educational and employment pathways then pedagogies of sixurey the notion of alligumeishidang offers an alternative to delune "actudes not only solidarity in soids. i.e. knowing that	addings/1993237323/inddings, N.1993Sal Restrice, J. P. V. Ber dissuits sock to discupt the hidden structuring process of school and School and School and School and Roth ADDIN ENCHOTI others are soon. knowing that there are strendsone cases, but also	degam R. Fischer-Moth Worlds: Philosophical and Social Studio society by equipping students with critical knowledge and strategies Emma-20054527525eg/en Elman Wolff-Michael Resh20055s sidulativ in action. In knowless for 'et. 313. Them is considerable or	ies of Mathematics and Mathematics Education-Albany, NY s for social agency. The question remains them how those migh- inarcal of Carricalana Stadies 57111-54 (2005) develop it common eround between the ideas of those from a critical reda-	ICNT150-161 (Noddings, 1993) , which would present a conside be incorporated into mathematics tracking. It is some of these concess is idea, which roughly translates to general citizency or general literacy tory tradition and the sociolosists of risk society. Assain the question	rable challenge for mathematics education in general. If it is not p no for political engagement that were the motivations for the lead, , as involving 'companione for self-determination, constructive p remains as to how this is built into future mathematics conficular	assible to devise more socially just National Carriculum given the political natu- usion of Chineship-education in the curriculum although one suspects that crit- articipation is society, and solidately towards person insuled in the computence determ. Generalic concludes that there is considerable work to be done in undi-	u of cal thinking of self- curriculum
design (and that is in the very different US context). Although there are plenty of exi- terms and also fails to contribute to the overall others of the National Curriculum costs mathematics/Reason, Virginia/The National Council of Transfers of Mathematics Neyo/2004/Hittish Educational Research Sournal/20127-41 (Neyox, 2004) — and	uing materials and tried pedagogic approaches. ADDIN EN.CTTE Gerenvis.2004/504/jor- nined in the Almes and Values. Nothing less than a complete overhand in necessary if it is to 5-2000/journick1995-480° (1995). menation that 'me reform, unfortunately, may requise it so it would require a concerned effort to effect menatogical change in the direction neggents.	or example, library-Converted.entDodNote:5046 it is a very different o to serve our pupils and the society they, and we, live in. (p. 115) What I am no dising something not better but different '(p.15). Such a different way of the end hom. In Itax, such a change might not be possible, for it would require	matter to expand this to a complete curricular approach and the advocating here is such an overhead. Withlet major changes to blacking it what is needed in England if the mathematics educa- hose with the power to make decisions regarding the form of it.	tis would require significant will and effort. Final comments Coacho mathematics education are being discussed amonge powerful gro aion of future generations is to be more worthwhile. However, muc the curriculum which might not be in their interests. At Gatstein po	ting his analysis of the UK mathematics National Curriculum, GBI 11 pp (academics, politicians and civil nervants) they do not really get he of the considerable amount of time and money currently being inso not out, 'developing notice-political consciousness is anathema to the	ADDIN EN.CITE G0220945247524GBI, P.2004E White anywhere near what is being considered here. Speaking of US outed in multi-market teaching in England is driven by standard one with power who would have those without maintain their i	editabling the School Curriculum: valuer, aims and purposesLos reforms of mathematics education Kilpurick and Stanic ADDIN B agendas and not those that four the development of critical refluxiv norance, sitence and passivity ADDIN ENCITE Generals/2005.	douRoutlegeFalmer104-116Gil2004492 (2004) writes the INCITE Ellpatrick19953257525Ellpatrick J. Shanic, G. M. ity through the curriculum. The landscape of mathematics oducat 112641512Gazznia, Eric2006New YorkEoutladge (Gunnala	t the current curriculum for mathematics fails to most the claims made for it in m L 1992. M. CardSevanty-flow years of progress; prospects for school on is not easy to change — ADDIN ENCITE. Newsc20041670167Androse 2006, p. 64). Purhaps it is more realised: on think along the same lines as Hey	nthematical
considered that the path to instruction oriented more strongly toward general educati Generals/2006/5121512Generals, Eric/2006/ver FarkRossledge (2006) is help! most point. However, considering the poor image of mathematics, difficulties in seen Backingham: Open University Press, Bourdies, P. (1989). How Schools help Repre	on cannot be enforced from external sources. Just can only consist of small steps involving tal hom when he describes three types of knowledge that need to form part of stadents make sitement to post-compulsory mathematics courses, the general lack of political engagement in duce the Social Order. Current Contents. Social and Behavioural Science, 20(6), 16. Boar	g many participants for whom these steps make good same. ADDIN EN- hematics learning: community, critical and classical ADDIN EN-CITE GG in the populace and amongst young people, and so on, it seems timely to co- unding, P. (1998). Practical Reason. Cambridger Polity Press. Bourlies, P.	KCITE Meymanu2003515841515Meymann, H. W.2005Do increals/2006497200tibeury-Converted antEndVece4976 onsider how a different mathematics curriculum night make a "& Passeron, C. (1977). Reproduction in Education, Society	refrechtLineer Academic Publishers (Heymann, 2003, p. 84) . Between the continental and US critical traditions there are con- commission to addressing some of these issues. Reference: AL cond Culture. London: Sage Publications Ltd. Bourlau, P., & Sai	It seems that while the tradition of critical education is visible else- identifie theoretical resources for developing a radically different no DIN ENREPLEST Back, U. (1992). Risk Society: towards a new at-Martin, M. d. (1974). Scholartic excellence and the values of the	owhere there is potential for developing curriculum and pedago; surhematics education in England, one that would be more em- ter modernity. London: Sage Publications. Bermenin, B. (1977) e educational system. In J. Englestone (Ed.), Contemporary re-	y that would support a broader mathematics education that includes c ging, relate to issues of real concern to students, develop-active parti- Class, Codes and Control: Volume 5; Towards a theory of education much in the sociology of education (pp. 338–369). Leadort Methors	Ricalmathematical literacy and oducation for social justice as well iguation as citizens and develop mathematical power. Whether or and transmissions (2nd ed.), London: Routledge & Kogan Paul. I & Co.Ld. Brown, M. (1998). The Tyramry of the Internationa	Lu traditional mathematics instruction. Again Genesia: ADDN ENCITE: not this could ever be organised on a national scale or for a large number of str loader, J. (1997). Experiencing School Mathematics: traching myles sax and so Horse Raco. In R. Siee, G. Weiner & S. Tomlisson (Eds.), School Effectives	dents is a ring. ss for
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