



## **TSG 51 MATHEMATICS EDUCATION FOR ETHNIC MINORITIES**

The organizing team:

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All over the world, members of ethnic minorities (EM) face difficulties with the type of education that is offered to them, particularly in mathematics education. Difficulties are very diverse, including low achievement, dismissal of endogenous mathematical knowledge, mismatch of expectations with school goals, methods, and procedures, and even threats to the cultural and material existence of the minorities. Several educational models and strategies have been proposed to address these difficulties, varying broadly according to the historical, political, and cultural context in which each ethnic minority is immersed.

TSG 51 aims to gather researchers and practitioners from different countries who are interested in share their own experiences, reflections, and concerns about mathematics education *for Ethnic Minorities*. The TSG is envisioned as an open agora to discuss theoretical or empirical issues of diverse nature, adopting a strengths-based approach that goes beyond deficit perspectives, and is sensitive and respectful of the singularity of the contexts, constraints, and stances of each ethnic minority.

We invite submissions related to any level of education: early childhood, elementary, secondary, tertiary (including pre-service teacher education), and in-service teacher professional development. Experiences in non-formal educative environments are also welcome.

Below is an illustrative list of suitable topics and concerns for reports on research and practice for TSG 51:

- What constitutes an EM for mathematics education?

- What kinds of mathematics are considered for teaching and learning involving EM?
- What are the purposes of mathematics education for EM?
- How do EM students learn mathematics? What are suitable strategies and challenges?
- How are curriculum materials for mathematics teaching and learning of EM developed?
- How do initial teacher education and professional development programs prepare teachers for working with EM?
- What considerations are needed in relation to language and mathematics learning for EM?
- What can be assumed quality mathematics education for EM and how can be ensured?
- How can suitability of college mathematics learning and STEM learning be maximized for EM?
- How are differentiated educational practice and systems suitable for EM?
- How is the suitability for EM of mathematics assessment and feedback practices ensured?
- What strategies exist within non-EM educational systems to include/integrate EM students?
- How can transitions among EM and non-EM educational systems be smoothed?
- What research methodologies in mathematics education are being explored for investigating issues related to the teaching and learning of EM?
- What socio-political issues of mathematics education are important to consider in relation to EM?

Other topics are welcome, as far as they help address the tensions of EM in mathematics education. We especially encourage participants from ethnic minority groups to propose a contribution to the work of this TSG.