

**CHALLENGING DEFICIT PERSPECTIVES IN DEVELOPING COUNTRIES:  
TEACHERS' EXPLANATIONS OF FRACTION CONCEPTS**

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Dominant discourses in teacher development often posit teachers as being lacking in knowledge, beliefs, or skills, thus justifying the “need” for further development and for educational reforms. This perspective shaped the analysis of Filipino teachers’ explanations of fraction concepts using the constructs of content knowledge and pedagogical content knowledge, leading to an interpretation that reinforced deficit narratives about teachers. However, there are increasing contestations of these deficit research narratives (Adiredja, 2019) that neither acknowledge the larger context that contributes to the ways teachers perform nor highlight the productive resources that teachers may draw upon in their teaching. This presentation aims to illustrate a reconceptualization of the research away from focusing on what teachers lack towards identifying the ways by which teachers’ fractional explanations reflect their constructed perception of ideal mathematics teaching as shaped by the broader system where education takes place. This is the author’s attempt to acknowledge her own participation in the deficit perspective and challenge the narrative about education in a developing country.

**References**

Adiredja, A. P. (2019). Anti-deficit narratives: Engaging the politics of research on mathematical sense making. *Journal for Research in Mathematics Education*, 50, 401-435.