

Emma Castelnuovo Award Lecture

Trena L. Wilkerson, National Council of Teachers of Mathematics, President

Advocating for High Quality Mathematical Access for Each and Every Child: Our Collective Work, Our Passion, and Our Future.

It is an imperative that we advocate for the highest quality mathematics for each and every student. All students must have access to mathematical learning experiences that will prepare them for success not only in the classroom but that prepares them to lead our world in the future. The National Council of Teachers of Mathematics (NCTM) is honored to receive the International Commission on Mathematical Instruction (ICMI) Emma Castelnuovo Award for Excellence in the Practice of Mathematics Education. Her pioneering work aimed at a way of teaching that actively engaged students marked a key point in history for teaching and learning mathematics that fostered a discovery learning environment for all students from elementary through university. NCTM is honored to continue to build on this legacy so that each and every student has an engaging, high-quality experience in learning mathematics.

NCTM's [Catalyzing Change](#) (2018, 2020 a, b) offers four key recommendations that serve as a catalyst for change to launch each and every student on a successful life-long journey with mathematics (p. 9, 2020a): Broaden the Purposes of Learning Mathematics, Create Equitable Structure in Mathematics; Implement Equitable Mathematics instruction; and Develop Deep Mathematical Understanding. In considering the recommendations it is essential that we engage in critical conversations to move to actions that will provide and support powerful mathematical learning spaces to support access and equity for all. Currently there are many marginalized students who are not receiving equitable learning experiences and thus limiting their future opportunities. We have an opportunity to change this by working together in mathematics education. To be effective and impactful we must advocate both individually and collectively across local, national and international levels. This gathering at ICME-14 is a unique opportunity to engage in reflection and collaboration to address advocacy efforts in mathematics education. We must challenge existing inequities in structures and practices related to teaching and learning mathematics. Together we can do this.

What does it mean to advocate for high-quality teaching and learning and support teachers, teacher educators, and researchers in this effort? What does it mean to advocate for students to support their development of a positive mathematics identity? How can we frame advocacy in mathematics education? How can we build collaborative partnerships in advocacy? What are potential structures, tools and resources to support students and teachers in advocating for themselves in their own mathematics education? In this session we will share background on current issues and challenges of access, examples of work being done in varied contexts to support access, and effective ways of advocating, collaborating, and supporting each other in mathematics education.