

## Social justice teaching strategies

| <b>Teaching Mathematics for Social Justice—Instructional Strategies</b> |  |  |
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| <b>Preconditions for Teaching for Social Justice</b>                    | <b>Characteristics of Teachers Who Teach for Social Justice</b>          | <b>Social Justice Teaching Strategies</b>  |
| Recognize and validate students' perspectives.                          | Incorporate student mathematical strengths and varied perspectives.      | Engage students in the varied perspectives of other students.                            |
| Appreciate varied perspectives in school.                               | Demonstrate high expectations of each and every student.                 | Engage students in actionable social change efforts.                                     |
| Value teacher–student relationships.                                    | Facilitate discussion between students that ensures opinions are valued. | Legitimize students' real-life experience.   |
| Value the stories and lived experiences of others.                      | Form emotional affiliation with each and every student.                  | Provide storytelling of others to shape and describe varying perspectives.               |
| Provide space for authentic student voice.                              | Exhibit a genuine caring attitude toward each and every student.         | Use investigative learning processes.  |
| Ensure security for marginalized youth.                                 | Engage with the community.   | Provide real and meaningful opportunities to engage with data and contextual situations. |
|   | Listen actively and synthesize student voice.                            | Include content relative to students' lives—social and cultural experiences.             |