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Mathematics teachers as products and agents: to be and not to be. That's the point!

Straehler-Pohl, Hauke (ed.) et al., The disorder of mathematics education. Challenging the socio-political dimensions of research. Cham: Springer (ISBN 978-3-319-34005-0/hbk; 978-3-319-34006-7/ebook). 135-152 (2017).

Summary: Studying mathematics teachers in the Political invites to understand how teachers' subjectivities emerge in the entanglement of the individual in discursive-material formations. We focus on the power effects of the expert discourses by international agencies such as OECD and UNESCO in the fabrication of the mathematics teacher's subjectivity. Deploying a Foucault-inspired discourse analysis on a series of documents produced by these agencies, we argue that nowadays cultural thesis about who the mathematics teacher should be are framed in a double bind of the teacher as a policy product and as a sales agent. Narratives about the mathematics teacher are made possible within a dispositive of control, which makes mathematics education and mathematics teachers the cornerstone for realizing current market-oriented, competitive, and globalized societies.

Classification: A40 B50 B20

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