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**Emerging pedagogic agendas in the teaching of mathematical literacy.**

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Summary: This paper focuses on an emergent spectrum of pedagogic agendas in the teaching of mathematical literacy – a new subject in the Further Education and Training (FET) band – currently being implemented in schools in grades 10 & 11. It is argued that a range of pedagogic spaces are opened up as a result of the ‘newness’ of the subject. Thus we argue that the absence of precedents of what pedagogy and assessment should be like, have enabled a wide spectrum of interpretation of both the curriculum aims and the related pedagogic agendas for both individual lessons and lesson planning across the band. In this paper, we focus on 3 aspects – the emergence of the spectrum of agendas from our empirical data linked to Bernstein’s theory, a delineation of the agendas themselves and a discussion of the different pedagogical issues arising within each agenda. We believe that the conceptualization of a spectrum provides a useful tool for teachers and researchers for thinking about, and investigating, the vast range of mathematical literacy agendas present in lessons taught as a result of current curriculum implementation in Grade 10 and Grade 11. The paper draws on the work of Bernstein (1982, 1996) as a framework for analysis.

*Classification:* D30

*Keywords:* mathematical literacy; pedagogic agendas

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