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**Wager, Anita A.**

**Noticing children's participation: insights into teacher positionality toward equitable mathematics pedagogy.**

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Summary: This article describes how teachers in a professional development course responded to what they noticed about children's participation in elementary mathematics classrooms and how what they noticed was connected to the teachers' positionality toward equitable mathematics pedagogy. The study connects scholarship in teacher noticing about children's mathematical thinking to scholarship in equity and mathematics teacher education. Data from teacher reflections on classroom video were analyzed to identify how teachers attended to, interpreted, and responded to what they noticed about children's participation. Findings suggest that a lens of participation supported teachers as they considered how to provide more equitable mathematics instruction. Further, the depth to which teachers noticed children's participation was connected to their positionality as equitable mathematics educators.

*Classification:* D39 C29 C70 C60

*Keywords:* professional development; teacher attitudes; student participation; teacher competencies; noticing; identity; equity; positionality

<http://www.nctm.org/Publications/journal-for-research-in-mathematics-education/2014/Vol45/Issue3/Noticing-Children-s-Participation.-Insights-Into-Teacher-Positionality-Toward-Equitable-Mathematics-Pedagogy/>