

## Overcoming issues of status and creating pathways for learning mathematics in one primary school classroom

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In this presentation, I report on the pedagogical actions of one primary school teacher to provide equitable opportunities for all students to learn mathematics. Data were collected in one New Zealand primary school mathematics classroom over a year-long investigation examining how classroom environments can be restructured and revised as a means of striving toward equity. Initial attempts by the teacher to create a reform-style collaborative learning environment were impeded by issues of status. Status issues arise when generalisations relating to notions of other's perceived intellectual ability, social advantage, or cultural difference are made by peers (Cohen & Lotan, 1995; Dunleavy, 2015; Featherstone et al., 2011; Shah & Crespo, 2018). These generalisations create status hierarchies, which in turn affect student engagement in learning mathematics (Cohen, 1997; Langer-Osuna, 2016). In class, four students afforded themselves high status during mathematics lessons and dominated classroom discussions. The imbalance in status impeded all students' access to learning mathematics. Through critical reflection and enactment of specific pedagogical actions, the teacher mitigated these status issues, and pathways to learning mathematics for all students were created.

### References

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