Transcript of Video 1

According to the ableist world-view, the able-bodied are the norm in society and disability is an unfortunate failing that must be overcome – rather than a natural consequence of human diversity, akin to gender, race, ethnicity or sexual orientation. Within education, much like broader society, ableism results in institutional and personal prejudice against learners with disabilities, and has a drastic effect on how these learners are taught. We investigate how ableist perspectives impact on the teaching of mathematics, a quintessential part of curricula around the world, and a discipline where public perceptions of ability as innate often shape pedagogical perspectives and practice. Of particular interest to us are mathematical faculties that are typically associated with visual and auditory perception.

In this one-year project, we have established a partnership which combines aspects of Nardi’s approaches to investigating and transforming teachers’ pedagogical and epistemological beliefs in the UK and Healy’s work in Brazil with learners with disabilities. In this first year of what we envisage as a longer-term partnership, we have developed and trialled materials that encourage teachers to reflect upon the challenges of teaching mathematics to students labelled as disabled and who may have previously received their education in special schools or classes.