

## Disrupting deficit discourses in mathematics education: Documenting the funds of knowledge of young diverse learners

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Both in New Zealand and internationally, diverse groups of people including indigenous, migrant, and other minority communities are under-represented in mathematics with an accompanying narrative or “gap story” in relation to achievement within school systems (Faulkner et al., 2019; Martin, 2019). Arguably, the privileging of white middle-class ways of knowing and being in the mathematics classrooms has led to these ongoing deficit discourses in mathematics education (Adiredja & Louie, 2020). Within the context of New Zealand, Pāsifika and Māori communities have been positioned within a deficit framing and a subsequent outcome has been a lack of awareness of the rich mathematics within these cultural groups. One way to challenge and disrupt deficit discourses is to highlight the strengths and resources of marginalized communities through a focus on mathematical funds of knowledge. This presentation will focus on the stories of mathematics at home and in the community from Pāsifika and Māori students from New Zealand and Niue (a small Pacific nation) to highlight what we can learn from the voices of minority communities.

### References

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