

## Narrative mathematical learner identities of high school learners

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In response to challenges in mathematics education in South Africa, after-school clubs were established for Grade 3 learners in 2012. These clubs prioritised: the development of independent thinking; enjoyment of mathematical challenge; and shifting of passive learning identities. Little is understood about the identities of these learners now, seven years after their participation in these clubs. There is similarly very little research that privileges the voices of learners. The goal of this emerging research, therefore, is to understand the mathematical identities of these learners as narrated by them, their current teachers and their club facilitator.