

# Preface

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This 2018 volume of the National Council of Teachers of Mathematics' (NCTM) *Annual Perspectives in Mathematics Education (APME)* series showcases the efforts of classroom teachers, school counselors and administrators, teacher educators, mathematicians, and education researchers to ensure mathematics teaching and learning is a humane, positive, and powerful experience for students who are Black, Indigenous, and/or Latinx. The eleven chapters in this volume provide images of mathematics instruction that honor the perspectives and experiences of learners and teachers, respect cultural and indigenous contributions to mathematics, and recognize the value of engaging students in ways of knowing and doing mathematics that arise from a variety of cultures. The authors of chapter 6 (Caswell, Jones, LaPointe, and Kabatay) capture well the intention of this volume to celebrate efforts in “creating spaces for voices that have previously been silenced and marginalized, building meaningful and mutually beneficial relationships, and finding ways to relearn and observe mathematics as a human endeavor” (p. 79).

The volume is subdivided into three sections. The first section, **Attending to Students' Identities through Learning**, opens the book by showcasing mathematics learning environments that place relationships and connections with students at the core of teaching and learning mathematics through attending to students' backgrounds, lived experiences, interests, and aspirations. The second section, **Professional Development That Embraces Community**, features efforts to rethink professional development experiences for mathematics teachers in ways that support teachers in improving the mathematical experiences they provide to students. The chapters in the final section, **Principles for Teaching and Teacher Identity**, illustrate how the effort to rehumanize mathematics can lead teachers to reconsider their teaching practice and their own place within the mathematics education community. Together, the collection of chapters in this volume illustrate pathways for rehumanizing mathematics for Black, Indigenous, and Latinx students.

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- Kyndall Brown, *University of California, Los Angeles*
- Erika Bullock, *University of Wisconsin–Madison*

## Rehumanizing Mathematics for Black, Indigenous, and Latinx Students

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- Marrielle Myers, *Kennesaw State University*
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