

# Mathematical Belonging



What does “mathematical belonging” mean? NCTM states “Mathematics is a human endeavor and a creative pursuit to understand and actively engage in our world.” But what does it mean to actively engage in the world? Whose world? We think of mathematical belonging in two ways. **Belonging in mathematics** is defined as one identifying as a doer and learner of mathematics. **Belonging in a mathematics community and/or classroom** means one feels safe and valued within their community as a contributor to the development of mathematical knowledge, ideas, values, and beliefs. This special issue invites manuscripts that provide mathematical tasks or instructional practices illustrating what it means to belong in mathematics or belong in the mathematics classroom/community, respectively.

**We are seeking manuscripts that describe your best examples of how as educators you promote belonging in one of these ways:**

Belonging in Mathematics	Belonging in the Mathematics Classroom/Community
<p>In these short articles (1500 words), authors share a mathematical task (student or teacher-generated) that invites students to be mathematical—to create, reason, discuss, and connect with the mathematical ideas they are learning. Briefly describe how it was created and how it supports students in believing they belong in mathematics. Articles may include how students engaged with the tasks (student work, pictures, dialogue), but this is not required.</p>	<p>These longer articles (3500 words) identify an instructional practice that supports students in recognizing that they “fit in” and contribute to the classroom/community. Describe key features of the instructional practice and the impact on students’ beliefs that illustrate they belong in the mathematics classroom/community. Authors are called to share how the practice was implemented (student work, pictures, dialogue).</p>
<p><b>Submissions may include:</b></p> <ul style="list-style-type: none"> <li>• Student-generated mathematical or statistical investigations (with sample solutions and/or a discussion);</li> <li>• Math tasks based on students’ lived experiences—such as play, mathematical play, and student-centered pedagogy;</li> <li>• Student approaches to math tasks that illustrate identity reflected in their strategy and creative ways to solve problems;</li> <li>• Student mathematical language, explanations, and/or justifications about solving tasks—student voice has to be fore-grounded and authentic to the experiences;</li> <li>• Culturally relevant tasks;</li> <li>• Mathematical modeling tasks, allowing for authentic experiences to promote student belonging development;</li> <li>• Ways students monitor and direct their own learning throughout a mathematical task.</li> </ul>	<p><b>Submissions may include:</b></p> <ul style="list-style-type: none"> <li>• Collaboration between students to solve tasks;</li> <li>• Communication between students and other community members—approaches to support students’ engagement in math talk;</li> <li>• Differentiation of instruction to allow for appropriate challenges and a widening of mathematics in the classroom;</li> <li>• Opportunities for student choice and decision-making;</li> <li>• Mathematical Identity and instructional designs such as Number Talks, and Notice and Wonder;</li> <li>• Strategies for amplifying student voice to encourage and leverage diverse perspectives of mathematics;</li> <li>• Flexible and effective grouping structures that allow students to feel as if they belong to many mathematical communities in a classroom;</li> <li>• Assessment designs that allow educators insight into their students’ abilities, culture, and mathematical beliefs and values.</li> </ul>

Please submit manuscripts through ScholarOne (<https://mc04.manuscriptcentral.com/mtltpk12>), selecting “Special Issue: Belonging” as your manuscript type. See Submission Guidelines ([www.nctm.org/mtlsubmit](http://www.nctm.org/mtlsubmit)) for more information on article types. Word limits apply.

**Questions?**  
Contact [mtlt@nctm.org](mailto:mtlt@nctm.org).

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