

TEACHING MATHEMATICS FOR SOCIAL JUSTICE IN TEACHER TRAINING IN URUGUAY

Abstract

In this paper we present a philosophical perspective of the Teaching of Mathematics for Social Justice and a series of experiences that we have developed in the initial and continuous teacher training from that perspective. As undergraduate teachers, we have identified the relevance of the inclusion of this perspective in teacher training because it promotes a reflection on what mathematics is and how it is taught. We present evidence that prospective teachers indicate that the design and implementation of teaching activities from this perspective allowed them to appreciate mathematics as a human construction, and to understand their teaching as a way for their students to understand the world through mathematical knowledge.

Keywords: *Mathematics Teaching. Social Justice. Teacher training.*