



Melissa Troudt

Assistant Professor
Department of
Mathematics

Antiracist Teacher Education: Counternarratives and Storytelling

Becoming Together: Interrogating Antiracism in Teacher Education Through Critical Self-Study

This book chapter explores the negotiation of the tensions that emerged as we (five mathematics teacher educators) interrogated racism within our practice in a collaborative qualitative self-study. We enacted cycles of a disruption framework (NCSM & TODOS, 2016) to support our journey toward becoming antiracist MTEs. We analyzed data from our teaching and self-study discussions for in/action(s) and tensions in equity-focused mathematics teaching (Gutierrez, 2009). We made space for collaborative conversations around three tensions of practice (Gutierrez, 2009). Our work can serve as a structure for other teacher educators to disrupt the narratives found in their settings.

