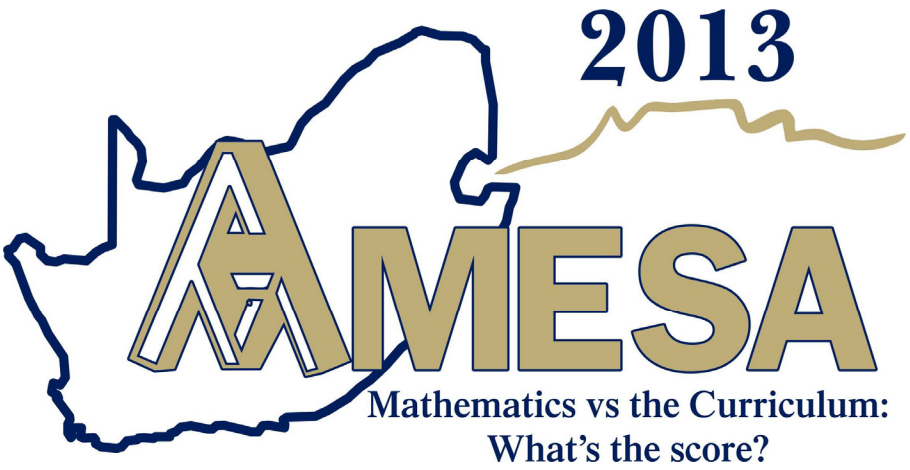

Proceedings of the 19th Annual National Congress of the Association for Mathematics Education of South Africa

CD_ROM

Mathematics vs. the Curriculum: What's the Score?

24–28 June 2013

University of the Western Cape
Bellville, Cape Town

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Foreword

For the past two decades AMESA has been witness to and has, in diverse and productive ways, participated in the transformations of the school curriculum for mathematics, away from the apartheid-era curricula to the interim curricula and on to the various iterations of Curriculum 2005, including the current result of such transformations, commonly referred to as CAPS.

The relation between mathematics as a disciplinary field of research and knowledge and what comes to be constituted as mathematics in schooling is almost always in a state of tension, not least because the recontextualising of mathematics contents to schooling is never a smooth process that aligns school mathematics perfectly with mathematics in the field of its production.

Schooling is cut across by the interests of many important stakeholders, each making their particular demands on the mathematics curriculum, and usually in a manner that does not concern itself with the mathematical consistency and coherence of school mathematics. We therefore ought to recognise that schooling is an arena in which competing social, political, economic, cultural and civil interests generate distorting effects on mathematics as they play themselves out. School mathematics is, nevertheless, still obliged to strive to realise some degree of fidelity to the field of mathematics. The ways in which school curricula, texts, teachers and students attempt to realise that imperative, while immersed in a sea of competing interests, generates a rich and fascinating world of mathematical endeavour. The contents of this world are not always congruent with counterparts in the field of mathematics, but that is not to be lamented because schooling—primary, secondary, tertiary—affords us interesting contexts in which to study and appreciate the mathematical resourcefulness of those who contribute to the realisation of school mathematics in all its forms.

The theme of the congress asks us to attend to the specific and peculiar ways in which mathematics comes to be constituted in schooling and how, and even to offer some ideas on why. We urge delegates to seriously consider and vigorously debate the nature of school mathematics *as* mathematics at our congress, the teaching of it as well as the growth of such knowledge in the student of mathematics.

Zain Davis & Shaheeda Jaffer

June 2013

Review process

The papers accepted for publication in this volume of the Proceedings (*Long Papers* and *Short Papers*) were subject to double-blind peer review by two experienced mathematics educators. The academic committee considered the reviews and made a final decision on the acceptance or rejection of each submission, as well as changing the status of submissions. Authors of accepted submissions were given the option of submitting an extended abstract rather than their full submission for publication in the Proceedings if they wished to submit their reviewed submissions for possible publication elsewhere.

Number of submissions:	115
Number of plenary paper submissions:	5
Number of long paper submissions:	25
Number of short paper submissions:	18
Number of workshop submissions:	44
Number of 'How I Teach' paper submissions:	14
Number of poster submissions:	9
Number of submissions accepted:	96
Numbers of submissions rejected:	12
Number of submissions withdrawn by authors:	7

We thank the reviewers for giving their time and expertise to reviewing the submissions.

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