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A CENTURY OF LEADERSHIP IN
MATHEMATICS AND ITS TEACHING

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PREFACE

The Essence of Equity in Mathematics Education

Choosing *Equity* as a theme for the *Journal of Mathematics Education at Teachers College* exhibits the importance of understanding how mathematics teaching and learning operate for students and teachers in different contexts. This issue exemplifies the time and efforts spent on equity in the field; further, it documents engaging theoretical and empirical research surrounding equity in mathematics education. We must remind ourselves that equity is the foundational frame from which our research and practices stem—and that this work is on behalf of a greater cause that is embedded in social justice.

Not surprisingly, however, there are varying views surrounding issues of equity, particularly in terms of student learning and achievement in mathematics. The goal of this issue is not to present a single viewpoint of equity; instead, this issue approaches equity from historical, theoretical, methodological, critical, and international perspectives. This is not an issue that should be read all at once. Nor should it be considered for only one or two of the included articles. I strongly urge you to read each article in this issue!

The thirteen articles in this issue, written by a host of scholars at varying stages of their careers, provide a broad overview of some pertinent issues around equity and offers the reader diverse approaches to research, policy, and practice in mathematics education. Additionally, the rich library of related work cited in each article provides further reading for those who are interested. This issue centers itself, as does the true *essence* of equity, in freedom from bias, discrimination, and the consideration of multiple perspectives surrounding equity. It is my primary goal as guest editor to help readers appreciate these multiple perspectives.

In closing, I must also express my appreciation and sincere gratitude to *JMETC's* editorial board for this opportunity to serve as guest editor. As a doctoral student in the Program in Mathematics at Teachers College whose primary research is grounded in equity, the opportunity to serve as journal editor only extends my thorough training to contribute to and lead efforts in the field of mathematics education. I sincerely hope the many lessons that have been passed on during my time at Teachers College are reflected in full throughout the pages of this important issue.

Nathan N. Alexander
Guest Editor