

Creativity in mathematics teaching; a view from the work-place.

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Abstract

The development of the philosophy of education has been defined by tension between the aspirations of the individual and approaches that promote the 'greater good'. In England, Primary Education has been subject to 3 overhauls in less than two decades and, while there has undoubtedly been progress in procedural matters, the philosophy of mathematical education is driven by a mechanistic approach to the understanding of number rather than the development of a disposition that actively engages with enquiry and investigation. The author believes that this is a reaction to political short-termism which can only erode the ability to engage with the subject beyond it's vocational application.

Throughout history, the philosophy of education has involved a battle between two principal schools of thought regarding how best to serve society as a whole, while preserving individual thought and personal aspirations. In Plato's *Republic* he suggests that an individual will be happy, and implicitly contributory to society, when his/her own powers and aspirations enable him/her to fulfil his/her role. This said, he advocated that 'rulers' possess the wisdom to guide the rest in 'the good and