

Encountering Mathematics and the Commons through Creating Imaginary Spaces in the Preschool Setting

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The present study discusses mathematics and the commons in the preschool setting through creating imaginary spaces connected to local spatial and social realities in Greece (i.e. the island, insular and coastal life modes and the making of a respective material culture) and by considering epistemologies of the south where knowledge is grounded in the four axes of: land, work, assembly, and festivity (Gutierrez-Angular, 2017, Constantakopoulou, 2010). This conceptualisation allies with educational commons defined as decolonial strivings against epistemicides and with solidarity alliances (Santos, 2016, De Lissovoy, 2011, Chronaki & Lazaridou, 2019) realized in engaged pedagogic practices that counter enclosures and expand commoning visions. The paper unfolds a three-month classroom ethnography of children's ways of making mathematics by orchestrating and appropriating the imaginary space of *first* a fictional Island and *second* a virtual communication space with university students. These imaginary spaces have provided opportunities for children to encounter maps and mapping, trails and lines, symbols and numbers, quantities and qualities, length and surfaces, artifacts and games through practices related with land, work, assemblies and festive playing experienced as commons. Moreover, the study raises questions about the persistent emphasis to enclose children's mathematical activity in modern epistemologies that narrow mathematics education toward privileging limitless development and argues for the need to reclaim early years mathematics education at a slower pace and for diverse skills and abilities (Chronaki, 2018). For this, commoning mathematics can bring hope.

Keywords: mathematics, artifacts making, commons, insularity, imaginary spaces, early years, education

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