

## Mathematics as authority

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If mathematics is considered as a ready-made and existing entity children do not have any authority or influence on the educational content of mathematics. The learning content is already there in the mathematical formulas describing the environment or in the mathematics that the mathematicians have produced. Two plus two is always four. In this status quo children's agency concerning the educational contents of mathematics may not seem worth studying. Students are subordinate to mathematics. However, Ian Stewart (2007) describes mathematics as a shared construction created by people who are aware of some of its possibilities. Is it worthwhile to consider children within the power to create mathematics and thus use and create the mathematical tools needed for culture production and empowerment?