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Inclusive approaches to learning and teaching mathematics.

Hyde, Rosalyn (ed.) et al., Mentoring mathematics teachers. Supporting and inspiring pre-service and newly qualified teachers. London: Routledge (ISBN 978-0-415-81990-9/pbk; 978-0-415-81989-3/hbk; 978-1-315-88627-5/ebook). 77-92 (2014).

Summary: Inclusion is the principle that, whenever possible, all children should be in the same classroom, forming meaningful peer group relationships, and finding success and challenge in the curriculum. Implementing this principle presents huge challenges to pre-service teachers of mathematics as each brings their own diverse experience of the subject and, in some cases, these experiences may have negative consequences in the classroom. This chapter considers conflicting ideals within inclusion and how to work with diverse groups of children, suggesting activities mentors and pre-service teachers can engage with as they learn to engage all children simultaneously and positively.

Classification: D49 C60 D39

Keywords: preservice teacher education; teaching; learning; equity; diversity; inclusion; diverse learners; gender; ethnic background; social class; prior learning experiences; home backgrounds; preferred learning style; learning difficulties; current attainment level; special education; mentors; grouping; cooperative learning; small groups; classroom observations; autonomy