

Equity and Diversity in mathematics classrooms – substantial mathematics for all

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Designing and offering adequate learning environments for students of all capabilities, is one of the great challenges for teaching and learning mathematics in inclusive settings. ‘Substantial Learning Environments – SLEs’ that allow ‘Natural Differentiation – ND’ have the potential to meet learners’ individual needs. Moreover, working with SLEs should contribute to a deeper mathematical understanding and to the development of general learning strategies. Exemplary learning environments and tasks will be presented and discussed. It will be illustrated in what way common learning situations as well as individual learning phases can be realized. Moreover, conclusions are drawn for teacher’s role and teacher education.