Contents

Part I  Surveying the Territory

1  The Challenge of Reporting Research to Inform the Creation of Inclusive Mathematics Learning Environments  .... 3
   Peter Sullivan

2  Large-Scale Test Data: Making the Invisible Visible ................. 17
   Gilah Leder and Sarah Lubienski

3  Impact of Geographical Location on Student Achievement: Unpacking the Complexity of Diversity ................. 41
   Debra Panizzon

4  Learners’ Preferred Mathematical Task Types: The Values Perspective ................................................................. 63
   Anastasios (Tasos) Barkatsas and Wee Tiong Seah

5  Gender and Technology: A Case of Graphics Calculators in the Singaporean Mathematics Curriculum Context ............. 81
   Hazel Tan

6  Surveying the Public: Revisiting Mathematics and English Stereotypes ................................................................. 103
   Helen Forgasz and Gilah Leder

7  Commentary for Section 1: Linking Research and Practice in School Mathematics ................................................. 123
   M. A. (Ken) Clements
### Part II  Interrogating the Boundaries

8  Diversity, Inclusion and Equity in Mathematics Classrooms: From Individual Problems to Collective Possibility  129  
   Mike Askew

9  Ethics and the Challenges for Inclusive Mathematics Teaching  147  
   Helen Forgasz, Jennifer Bleazby and Carly Sawatzki

10  Valuing Diversity in Mathematics Pedagogy Through the Volitional Nature and Alignment of Values  167  
    Wee Tiong Seah and Annica Andersson

11  Commentary For Section 2: Inclusive Practices in Mathematics Teaching—The Need for Noticing and Producing Relevant Differences  185  
    Konrad Krainer

### Part III  Towards Inclusive Practices

12  (Dis)engagement and Exclusion in Mathematics Classrooms—Values, Labelling and Stereotyping  193  
    Alan J. Bishop and Penelope Kalogeropoulos

13  Capturing Diversity in the Classroom: Uncovering Patterns of Difficulty with Simple Addition  219  
    Sarah Hopkins and Celéste de Villiers

14  Maximising Opportunities in Mathematics for All Students: Addressing Within-School and Within-Class Differences  239  
    Peter Sullivan

15  Commentary for Section 3: From Diversity to Practices: Addressing, Redressing and Taking Action  255  
    Laurinda Brown

Index  261