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*Characteristics of effective teaching for diverse mathematics learners*

Pressing pedagogical problems within mathematics classrooms call for greater accessibility to sound research evidence, and a greater responsiveness to the multiple cultural heritages brought to classroom settings. This presentation provides evidence of the sort of pedagogical arrangements that contribute to desirable outcomes for diverse students. It describes the ways in which effective teachers arrange for learning within their classrooms. In the presentation elements of practice are characterised taking into account the physical, social, and cultural community of practice in which the teaching is embedded. The discussion is grounded in the importance of shared responsibilities and mutual investment in students' well-being.