

Special Issue

Supporting Mathematics Teaching and Learning in Indigenous, Migrational, and Multilingual Contexts

Message from the Guest Editors

As mathematics classrooms become increasingly diverse, so too must the ways in which teachers support all learners in these classrooms. In Indigenous, migrational, and/or multilingual contexts, mathematics teaching and learning should centre on culturally responsive and relevant pedagogies and assessment. Language, sometimes multiple languages, can often play a significant role in such culturally responsive and relevant pedagogies and assessment, and thus in the teaching and learning of mathematics. In this special issue, we aim to engage authors and readers in a discussion of the latest research and newest directions related to supporting mathematics teaching and learning in Indigenous, migrational, and/or multilingual contexts. We wish to include papers from various contexts across the globe, to share challenges and, most importantly, successes with respect to the teaching and learning of mathematics in various contexts. In addition, we welcome papers in which the mathematics classroom setting is expanded beyond the traditional physical structure of the classroom within a school, for example, such as via land-based or community-based mathematics teaching and learning.

Guest Editors

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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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