

Although the focus of this book is on helping teachers develop equity-oriented practices in relation to mathematics, we embrace a perspective on equity that supports teaching practices and reflective tools, focused on the empowerment of the whole child. As a result, this equity-based approach includes attending to the multiple identities —racial, ethnic, cultural, linguistic, gender, mathematical, and so on—that students develop and draw on as they learn and do mathematics. In support of this holistic view of equity, we offer the following description of what we believe teachers owe to all students:

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All students, in light of their humanity—their personal experiences, backgrounds, histories, languages, and physical and emotional well-being— must have the opportunity and support to learn rich mathematics that fosters meaning making, empowers decision making, and critiques, challenges, and transform inequities and injustices. Equity does not mean that every student should receive identical instruction. Instead, equity demands that responsive accommodations be made as needed to promote equitable access, attainment, and advancement in mathematics education for each student.

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This perspective on equity challenges common notions that students need to learn math “in spite of” or “regardless of” who they are. We argue that students need to learn mathematics *in light of* who they are and the diverse gifts that they bring to their experiences every day.

Aguirre, J., Mayfield-Ingram, K. & Martin, D.B.

(2013). *The impact of identity in K-8 mathematics learning and teaching: Rethinking equity-based practices*. Reston, VA: The National Council of Teachers of Mathematics.

