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Contemporary Mathematics Education faces many challenges that include (1) interference of government policies' such as No Child Left Behind, Common Core State Standard, that places accountability on teachers and encourages teaching-to-test approaches, (2) lack of motivated and committed elementary school mathematics teachers who can provide solid foundation that children need to succeed in Mathematics; (3) elementary school teachers' reliance on textbooks for day-to-day activities in Mathematics classrooms; and (4) ever increasing diversity of learners in all the levels of Mathematics classrooms, but particularly at the pre-K and elementary school level. This presentation is designed to examine each of these challenges, but particularly the diversity challenge from the perspective of Preparing Future Mathematics Teachers for Primary Schools. The data are based on the experiences of primary school Mathematics teachers, university teachers of Mathematics Education students, and the self-reports of undergraduate Mathematics Education students. Recommendations will be offered for improvements in how we prepare Mathematics Education teachers for the inevitably more diverse Mathematics classes of the future, especially with regard to English Language Learners. (Received February 23, 2016)