

ZMATH 2015b.00294

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Changing the teaching of mathematics for improved indigenous education in a rural Australian city.

J. Math. Teach. Educ. 18, No. 1, 53-78 (2015).

Summary: Transforming teachers and their approach to teaching indigenous students requires partnerships with the indigenous community, planning, small steps, and funds. This article illustrates how teachers can change when funds are available to assist schools and communities to implement appropriate and effective professional development, to establish partnerships between school and community, to revise teaching approaches and curriculum, and to value family and Aboriginal cultural heritage. The larger study involved four schools in a Stronger Smarter Learning Community in a small rural city, the whole city community, and the interaction among the schools. Interviews with principals, teachers, Aboriginal students, and their community highlighted the increasing interaction between the Aboriginal community and the schools, the increasing warmth and welcome extended both ways, and the impact that these approaches are having on curriculum, teaching, and learning. This article presents the impact in one of the schools involved in the mathematics project. The findings illustrate how the projects facilitated changing teachers' perceptions, skills, and practices and implemented curriculum, and resulted in a culturally responsive, place-based mathematics education.

Classification: D20 C60

Keywords: indigenous education; primary education; school and community partnerships; teacher professional development; ethnomathematics; culturally responsive education

doi:10.1007/s10857-014-9271-x