



## **Pedagogy Tool**

### **Culturally Responsive Mathematics**

#### **Draft 3**

#### **Three key questions (with some examples underneath)**

#### **1. Being Intentional: Am I clear about *what* mathematics I want Aboriginal and Torres Strait Islander learners to learn?**

- 1.1 Is the mathematics significant and relevant for their learning?
- 1.2 Am I clear about what is required to learn it – about *how* to help Aboriginal and Torres Strait Islander learners learn by creating the conditions to support learning, and by designing appropriate strategies and learning experiences?
- 1.3 What will it look like, sound like and feel like when they have learned it?
- 1.4 Have I considered Aboriginal and Torres Strait Islander learners in their diverse contexts, and any necessary scaffolding when framing outcomes and designing how to achieve those outcomes?

#### **2. Being Responsive: Am I responding to the learning experiences of Aboriginal and Torres Strait Islander learners in my mathematics classes?**

- 2.1 Am I listening and looking carefully? Am I respecting their ways of learning and preferences?
- 2.1 Are my messages about learning mathematics consistent and explicit?
- 2.3 Am I creating a supportive and safe learning environment?
- 2.4 Am I assisting with their mathematical language development?
- 2.5 Is my classroom one where positive relationships are developing, between the learners, and between the learners and myself?
- 2.6 Am I noticing significant learning episodes?
- 2.7 Am I aware of what connections they are making (eg with other parts of mathematics; with home practices; with blocks in learning etc.)?
- 2.8 Am I aware of any values conflicts that may arise, and how to respond to them?
- 2.9 Am I intervening as needed, and responding accordingly to learners' work, comments, and questions?

#### **3. Being Effective: Do the teaching approaches that I design enhance learning for Aboriginal and Torres Strait Islander learners?**

- 3.1 Do the strategies and approaches promote learning according to my intentions?
- 3.2 Do I purposefully consider the individual needs of all Aboriginal and Torres Strait Islander learners in my classes?
- 3.3 Am I checking appropriately for cues that may indicate:
  - Understanding/misunderstanding
  - Engagement/disengagement
  - Appropriate/inappropriate levels of challenge?
- 3.4 Are my assessment techniques giving me, the learners, and others important and accurate information?
- 3.5 How do I know if my learners are making mathematical progress?
- 3.6 Do the approaches meet the needs of each learner?