

**MATHEMATICS in INDIGENOUS CONTEXTS YEARS 6-8**  
**PROJECT SHARING DAY**  
**29 November 2004**  
**SESSION 2: Reflecting on our journey**

**Positive outcomes for students**

<ul style="list-style-type: none"> <li>∞ Student involved – all students achieved</li> <li>∞ All students had fun, Making maths relevant</li> <li>∞ Better interaction across Stage 3 &amp; 4</li> <li>∞ Transfer mathematical knowledge to real life situations</li> <li>∞ More engaged, Enthusiasm, Use maths without realising it, Maths is all around us, Making maths relevant</li> <li>∞ More understanding of Maths in Aboriginal games</li> <li>∞ Learn indoors / outdoors</li> <li>∞ Discussion – use of mathematical language. Talking mathematically</li> <li>∞ Estimating skills have improved</li> <li>∞ Increased awareness of significance and history of local sites</li> <li>∞ Improved knowledge of local history</li> <li>∞ Peer learning/peer tutoring</li> <li>∞ Taking ownership of their learning</li> </ul>	<ul style="list-style-type: none"> <li>∞ Aboriginal people (contemporary/traditional) use maths</li> <li>∞ Challenge – locating suitable equipment and enough</li> <li>∞ Matching cultural activity</li> <li>∞ Significance for Aboriginal children, Cultural knowledge</li> <li>∞ Terminology ‘mathematics’ not so scary now</li> <li>∞ Indigenous aspects</li> <li>∞ Improved approach/interest in mathematics and other areas eg identity, family roots</li> <li>∞ Positive engagement (outside the classroom)</li> <li>∞ Maths is transferable, eg from class to everyday life, food etc</li> <li>∞ Basic skills need to be introduced first, eg length, time before doing next level,</li> </ul>
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**Positive outcomes for teachers’ professional; development**

<ul style="list-style-type: none"> <li>∞ Learning about Aboriginal culture/significance of sites</li> <li>∞ Working with community (listening to community)</li> <li>∞ Links with Primary/High School – with other schools – shared resources</li> <li>∞ Mentor – learn from other teachers</li> <li>∞ We all grew professionally</li> <li>∞ Understanding of learning styles</li> <li>∞ Team work</li> <li>∞ Dialogue between parties</li> <li>∞ Broaden outlook for Aboriginal perspective</li> <li>∞ Raised the profile of Aboriginal education in our school</li> </ul>	<ul style="list-style-type: none"> <li>∞ Context is next step to perspective</li> <li>∞ Visits to the website</li> <li>∞ Professional network</li> <li>∞ Increase knowledge base for staff</li> <li>∞ Confidence to work with kids, build own knowledge and recognise I have knowledge</li> <li>∞ The development of a team involving PS/HS/AEA’s /Community/ASSPA Committee</li> <li>∞ As your knowledge grows you become more comfortable</li> <li>∞ The importance of more contextual activities</li> <li>∞ Networking</li> </ul>
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**Positive outcomes from engagement with community**

<ul style="list-style-type: none"> <li>∞ Knowledge of community being used now in the school (Gil)</li> <li>∞ Students enjoyed the community involvement in schools/days</li> <li>∞ Respect for school increased</li> <li>∞ Impact/input of community increased – visible and non visible</li> <li>∞ Willingness to be involved and hopefully will</li> </ul>	<ul style="list-style-type: none"> <li>∞ A springboard for future</li> <li>∞ Sharing ideas</li> <li>∞ Community network</li> <li>∞ Pick key people</li> <li>∞ Community involvement – proud of number of people involved</li> <li>∞ Created and strengthened community relationships</li> <li>∞ Community felt valued</li> </ul>
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improve further ∞ To preserve the Aboriginal History of the area ∞ Demonstrating that we value the community knowledge ∞ AEA to work with community – increased confidence and pride and self worth	∞ Involvement was positive from community
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## Challenges

<b>For students' learning</b>	<b>For teacher professional; development</b>	<b>For engagement with the community</b>
∞ Indigenous community to be more involved in focus/determining areas of maths to be approached ∞ Increase mathematical learning ∞ Transferring classroom outside	∞ Initial start/acceptance by school to do project ∞ Initial misgivings ∞ Lot of initial time not effectively utilised ∞ Dealing with aboriginal culture – lack of awareness ∞ Community awareness that Indigenous perspective are in school	∞ Terminology – maths ∞ Encourage community into the school ∞ Go Slow – gradually build upon what is asked ∞ Start earlier in year to be involved ∞ Loss of local indigenous history – take meetings to the community ∞ Finding a time that was suitable fro meetings ∞ Community hesitant when maths was mentioned, didn't feel they knew anything.

## Unexpected outcomes from the project

<b>For students' learning</b>	<b>For teacher professional; development</b>	<b>For engagement with the community</b>
∞ Total respect given by students to Indigenous community members who helped ∞ Leadership chance given to students ∞ Awareness of culture (didgeridoo)	∞ We all survived and we all did it successfully ∞ Very motivated on the Big Day	∞ We can meet the challenge ∞ The power of some ∞ Recognition of heritage ∞ Finding opportunities in environment for teaching maths ∞ Recognising opportunities are in the community ∞ Attitude and participation of the children ∞ Measurement focus ∞ Helped to build relationships