

MATHEMATICS in INDIGENOUS CONTEXTS YEARS 6-8

5 August 2005

PROJECT SHARING DAY

Positive ideas to engage community

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| <ul style="list-style-type: none"> ∞ Real/valued involvement ∞ More parent involvement ∞ 'sell' our success to community- PowerPoint pre to community ∞ students talking to parents newsletters/local papers ∞ involve parents in homework activities ∞ maths day – parents visits ∞ school websites ∞ watching other teachers teach ∞ staff meetings ∞ release ∞ P&C/ASSPA meetings/Lands council ∞ AEAs + communities = shareholders in project from the beginning ∞ AEAs sees as equal to teachers ∞ Invites parents to see lessons ∞ Personal invites from class teachers ∞ AEA conference maths conferences ∞ Teacher ownership/commitment |
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Where to next? How to spread the word.

<p>Use Gil and Quirindi schools to talk to 3-4 schools close by to share experiences Key teacher and AEA from a close school to visit and observe what happens AEA sharing experiences and their role How to spread to parents Consolidate culture of learning in schools through the other years.</p>
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Where to next for our school?

Gilgandra	Quirindi
<ul style="list-style-type: none"> ∞ Harry wanting to develop strategies ∞ Leanne only staff member of Stage 3 in 2006 for Year 3 ∞ Involve STLA in primary – emphasis on Numeracy ∞ Learning styles –raising awareness and structuring program, eg number strand, some lessons ready made for teachers 	<ul style="list-style-type: none"> ∞ Starting from early Stage 1 ∞ New principal suggest ideas ∞ Spread observation ∞ Feedback strategy ∞ AECG inactive – try to recruit parents next week meeting – maybe get teachers to present to it ∞ Develop hard data ∞ Training and development day ∞ Publish lessons ∞ Website