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**Numeracy, mathematics and Indigenous learners**

**Pedagogy Tool for Teachers**

**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 students’ 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 that are culturally, socially and academically inclusive?

1.3 What will it (the maths) 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 students’ 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 students’ 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 (for me and for the students)?

2.7 Am I aware of what connections students 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 e.g. to learners’ work, comments, misconceptions 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?