



Numeracy, mathematics and Indigenous learners

Engagement tool

Culturally responsive professional engagement

Draft 1

- 1. Being engaged professionally: How engaged am I in professional activities in relation to Aboriginal and Torres Strait Islander learners?**
 - 1.1 Am I engaged in professional learning to challenge any views I might have about deficit pedagogy?
 - 1.2 Am I participating in professional learning in order to better understand how Aboriginal and Torres Strait Islander learners learn mathematics?
 - 1.3 Am I learning more about mathematics so I can plan better mathematical sequencing of content?

- 2. Being engaged collegially: How well am I engaging with my professional colleagues, with a view to developing my pedagogical skills and techniques?**
 - 2.1 Am I helping to develop culturally responsive mathematics pedagogy with my professional colleagues including critical friends and mentors?
 - 2.2 Am I helping to create a shared vocabulary and repertoire of teaching strategies with my teacher colleagues?
 - 2.3 Do I participate in action research with my colleagues, in order to develop my professional skills and shared pedagogical knowledge?
 - 2.4 How am I supporting any Aboriginal and Torres Strait Islander teaching assistants in the school?

- 3. Being engaged culturally: How well am I engaging with parents, families and the Aboriginal and Torres Strait Islander community?**
 - 3.1 How well do I know the out-of-school background of the Aboriginal and Torres Strait Islander learners in my classes?
 - 3.2 How can I find this out, in culturally appropriate ways?
 - 3.3 Do I know the Aboriginal and Torres Strait Islander elders associated with our school community?
 - 3.4 In what contexts do I engage with the parents of the Aboriginal and Torres Strait Islander learners in my classes?
 - 3.5 What role do I believe the parents and families of the Aboriginal and Torres Strait Islander learners in my classes can play?