



## **Knowledge Tool**

### **Culturally responsive mathematical knowledge**

#### **Draft 1**

#### **1. Being knowledgeable culturally: How well do I know Aboriginal and Torres Strait Islander students and how they learn?**

- 1.1 How well do I know the Aboriginal and Torres Strait Islander students in my classes and how they learn?
- 1.2 How culturally relevant, appropriate, and up-to-date is my knowledge of the Aboriginal and Torres Strait Islander students in my classes?
- 1.3 What do I know about their family, community, and sense of belonging?
- 1.4 What do I know about these students' individual preferences for collaborative learning?
- 1.5 What experience of group activities do they have, both inside and outside the class?

#### **2. Being knowledgeable mathematically: How well do I know the mathematical content and how to teach it?**

- 2.1 How do I make decisions about what mathematical content is to be learnt?
- 2.2 What values and beliefs are influencing these decisions?
- 2.3 How well do I understand the mathematical content, especially its relevance for the Aboriginal and Torres Strait Islander learners in my classes?
- 2.4 What do I know about sequencing and structuring mathematical content?
- 2.5 What are my attitudes and beliefs about Aboriginal and Torres Strait Islander learners learning mathematics?
- 2.6 Is my mathematical knowledge deep enough to enable me to plan good learning sequences for Aboriginal and Torres Strait Islander learners?
- 2.7 Do I have a broad enough range of teaching strategies to implement the mathematical content which I have planned for the Aboriginal and Torres Strait Islander learners in my classes?