Aboriginal Math

The artwork is of Mouse Woman, the Narnauk supernatural shape-shifter, and her two interconnecting hands. Mouse Woman is known for her call to balance and equity. The eyes of mouse woman help see the math, the hands represent the helpers/teachers of math, fingers to count on and colour for identification. *Artist William (Billy) NC Yovanovich Jr.—whose Haida name is Kuuhlanuu*

- Teach math in the cultural context of the students.
- Help all students better appreciate the presence and importance of mathematics and mathematical thinking within all human cultures and activities.
- Provide Alternative Assessment

*Figure 1.8 Ways of Learning - Aboriginal Education*
Place-Based Mathematics Learning

Mathematics can be uncovered through experiences in the community, connecting to the stories of place.

Let’s look at an example:
The students have wondered about the river and what it might have been like thousands of years ago. Inquiry questions emerging from this project include: Has the width and depth of the river changed over time? How are tides measured? How many salmon are caught each year?

Culturally Responsive Teaching in Mathematics

The need to develop non-traditional approaches to teaching mathematics by the use of pedagogical approaches that are based in local culture. These approaches are rooted in students’ and communities’ cultural knowledge. Culturally-responsive teaching seeks to enhance students’ academic involvement in the learning process while honoring the importance of Aboriginal perspectives and worldviews. It is an approach to teaching that focuses on Aboriginal students’ identities and self-esteem, as well as the cultural integrity of the community.

Alternative Assessment

A strong argument can be made to support the development of alternative assessment practices that promote equity by virtue of their cultural fairness.

Works Cited


