
Being, Becoming and Belonging – for Aboriginal students
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Participants will be shown how the community of Haida Gwaii/ Queen Charlotte Islands, BC, Canada practices numeracy with its unique culture and environment in a way that makes sense to the people living there. The problems they solve are contextual and situated within that community, and provide insights into how the Haida use their knowledge in dealing with quantitative, relational, and spatial aspects of their lives. There is a tension between maintaining culture and evolving culture. There is also tension about how school mathematics should connect with the daily numeracy practices. Many Aboriginal communities feel that the student performance is usually measured with a different cultural lens. Teaching and learning mathematics with embedded numeracy practices of the community can enable Aboriginal students to see themselves included and represented in the curriculum, hence feel a sense of "Being, Becoming and Belonging", and perform better.