AN INSIGHT ON INDIGENOUS LEARNERS’ WAYS OF KNOWING MATHEMATICS

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Teachers need to implement approaches that build on Aboriginal and Indigenous ways of knowing, learning and doing mathematics. This inevitably means moving away from a ‘transmission’ model to an approach that is more responsive. It requires creative and thoughtful use of every teacher’s repertoire of professional skills, and a careful consideration of context. There is an increasing body of evidence that pedagogy and related classroom practices in mathematics that are successful for Aboriginal students also work well for other students, but the reverse is not necessarily true: what works for other students may not work well for Aboriginal students.

It should also be noted that Aboriginal students seem more vulnerable to ‘bad’ pedagogy than their non-Aboriginal counterparts. There is no single answer to the question of appropriate pedagogy for Aboriginal students, but appropriate pedagogy – and associated classroom practices – is characterized by being responsive to diversity in order to meet each student’s learning needs.

The teacher in mathematics should be social sensitive. There should be examples that these Aboriginal Indigenous learners can relate with especially in mathematics. Their ability to comprehend mathematics concepts are more challenging than those of non-Aboriginal learners. Thus, teachers should provide a wide range of experiences with these kinds of learners.

Use the ancestral domain as one of the avenues of explaining concepts in mathematics. Nature is the first teacher of every scientists. Therefore, it is rightful to claim
that Indigenous learners are scientists in their own way and will have a more connection with their surroundings and might result with higher comprehension in mathematics.

There are several ways to address diversity and differences. It is only in the nutshell of the teacher’s perspective to proceed from one to another. Indigenous learners are no different to ‘regular’ learners. They are still gifted in their own craft, therefore, an appropriate approach should be given to them.

References: