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| Mathematics resources and practices |
| * Use of mathematical “talk” during lessons, including questions in Te reo Māori (language). * Ideas for communicating with families/whānau, which included a link to the families section on nzmaths. * NZ authored picture books which represent both Māori contexts and mathematics. E.g. “*Fifty five feathers*” by Ben Brown and Helen Taylor. * Use of Te reo Māori for counting, and reinforcing place value understanding. This included directing students to the Māori dictionary on the nzmaths website, which translates English words into Te reo Māori. * Modelling of natural materials e.g. for counting, ordering, measuring, and showing transformations. * Knowing and understanding local community resources and contexts as contexts for mathematical learning. E.g. local marae, sculptures, art works, and people. Photographs were shown of New Zealand examples. * Cultural contexts were drawn from a series of resources (*Figure It Out* series, Ministry of Education, 1999 – present). These resources are freely available to all schools and some are available online. * The role of the teacher, and working together with students. |

Table 1: Mathematics resources and practices (Extracts from lecture power point).