

CULTURALLY RESPONSIVE PEDAGOGIES AND COMMUNITY CULTURAL WEALTH: MATHEMATICS EDUCATION IN JUVENILE DETENTION CENTRES IN AUSTRALIA

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THEME:

STEM education in diverse contexts

BACKGROUND AND AIMS

In 2016 we embarked on our Indigenous Discovery project (ARC IN150100045 - 2016-2023) with the aim of developing new knowledge and understandings that explain the efficacy of mathematics instruction at one juvenile detention centre in Queensland, Australia; and to enhance engagement in learning that built on the children's maths knowledge and experiences. Very little is known about schooling and the types of programs, instructional strategies and curriculum used in juvenile justice systems. This paper responds to this gap by identifying instructional strategies for educating children in juvenile detention in Australia, namely, Culturally Responsive Pedagogies (CRP). We describe CRP as a way of life, of seeing the world and a way of taking action against injustice. We explain the significance of understanding community cultural wealth and capital, namely aspirational, linguistic, familial, social, navigational, and resistant capital.

METHODOLOGY OR PROCESS(ES) UNDERTAKEN

We used thematic and social network analysis to identify the pedagogical approaches and associated strategies for teaching mathematics to children in juvenile detention. From this identification we developed CRP as a culturally appropriate way to support Indigenous students' maths learning while in juvenile detention. However, the application of CRP was limited by teachers' struggle to know how to be culturally responsive.

RESULTS AND CONCLUSIONS

It is important to note that teaching in the Centre was found to be highly complex because of the nature of the school, the different backgrounds from which the students came, their diagnosed and undiagnosed disabilities and learning difficulties and their lived experiences beyond the Centre walls.