

Griffith Institute for Educational Research

Enhancing mathematical learning for Indigenous students in remote communities

Chief Investigator: Professor Robyn Zevenbergen

Brief description:

Equity outcomes for Indigenous students are decreasing. This project seeks to implement high quality, high demanding mathematics in a remote Indigenous community in the Kimberley. The project recognises that learning mathematics demands a cultural approach for students whose culture is not that of school mathematics. Using a design research approach, the project explores quality learning environments for students, teachers and Aboriginal education workers. The project aims to develop sustainable practices in hard-to-staff regions that support high quality mathematics learning. The project will provide guidelines for development of rigorous and culturally-appropriate practices in mathematics with application across all equity contexts.

Reconnecting Disaffected Youth through Successful Transition to Work

Chief Investigators: Associate Professor BJ Bartlett, Mr IC Thomas

Brief description:

According to the Australian Bureau of Statistics (2006) more than 15% of Australia's youth receives employment benefits at a cost that the Department of Family and Community Services (2000) estimated between \$44,000 and \$46,000/person/year. High rates of offending and repeat arrests are prevalent within the group at a cost to the youth concerned and to the nation. The Productivity Commission estimated in 2004 that outlay to keep someone in prison was between \$67,000 and \$85,000 per year. We seek to short-circuit the human and economic costs of the failure cycle by improving individuals' capacities to gain and retain work, and to have healthy lifestyles and positive self-concept, and thereby to contribute to their positive participation in society.