

# TEAC 7002 ADDRESSING DIVERSITY IN MATHEMATICS TEACHING AND LEARNING

**Credit Points** 10

**Legacy Code** 102322

**Coordinator** Peter McDonald ([https://directory.westernsydney.edu.au/search/name/Peter McDonald/](https://directory.westernsydney.edu.au/search/name/Peter%20McDonald/))

**Description** In this unit students will apply their knowledge of curriculum and pedagogy to address diversity within the primary mathematics classroom. Students will explore strategies to address a broad range of learning needs incorporating gifted and talented students, students from diverse cultural backgrounds including Aboriginal students and students with additional needs including dyscalculia. Other issues such as gender and mathematics for English as an Additional Language Learners (EALD) will be investigated.

**School** Education

**Discipline** Teacher Education: Primary

**Student Contribution Band** HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees ([https://www.westernsydney.edu.au/currentstudents/current\\_students/fees/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Postgraduate Coursework Level 7 subject

## Restrictions

Students must be enrolled in 1682 Master of Special Education; 1720 Master of Inclusive Education; 1830 Graduate Certificate in Primary Mathematics Education; 1847 Master of Education (STEM) or 1911 Master of Education.

## Assumed Knowledge

Students must have either completed all core mathematics subjects of the 1781 Master of Teaching (Primary) program at Western Sydney University, or be an accredited primary teacher, or enrolled in the Master of Inclusive Education.

## Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain how concepts located within the primary mathematics curriculum are inter-connected
2. Apply contemporary research relating to students considered mathematically gifted and talented to primary mathematics pedagogy
3. Summarise issues relating to Aboriginal children and the teaching and learning of mathematics
4. Demonstrate an understanding of pedagogies that promote differentiation in the primary mathematics classroom
5. Identify the implications of specific issues relating to diversity for primary mathematics teaching and learning
6. Design a range of inclusive mathematical tasks/activities

## Subject Content

1. Identifying the big ideas within the primary mathematics curriculum
2. Teaching mathematics to children who are gifted and talented

3. Teaching mathematics to a variety of cultures including Aboriginal students
4. Gender issues in primary mathematics education
5. Primary mathematics and English language learners (ELL)
6. Differentiation in mathematics
7. Problem solving for differentiation
8. Programming and planning for students with additional needs in relation to mathematics and numeracy

## Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	2500	50	N	Individual
Professional Task	2500	50	N	Individual

Prescribed Texts

- Sousa, D. (2015). How the brain learns mathematics (2nd ed.). Thousand Oaks, CA: Corwin Press.

Teaching Periods

## Spring Online

### Online

**Subject Contact** Peter McDonald ([https://directory.westernsydney.edu.au/search/name/Peter McDonald/](https://directory.westernsydney.edu.au/search/name/Peter%20McDonald/))

View timetable ([https://classregistration.westernsydney.edu.au/even/timetable/?subject\\_code=TEAC7002\\_22-SPR\\_ON\\_O#subjects](https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7002_22-SPR_ON_O#subjects))