

Mathematical Certainties: Opening up or hindering opportunities for learning in Vanuatu?

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1. What are the curriculum documents and official policies in relation to teaching and learning mathematics, and how do these documents and policies help (or hinder) opportunities for subjunctive spaces of inquiry (SSI)?



2. To what extent do lesson planning practices provide opportunities for SSI?

3. To what extent does mathematics classroom discourse contribute to the opening up of subjunctive spaces of inquiry (SSI)?

Discourse Analysis

(Herbal-Eisenmann & Wagner, 2005)



- Modal verbs
- Imperatives
- Pronouns
- Hedges (Morgan, 1996)

Modal verbs	Imperatives	Pronouns
49	9	95

Year 7 Maths Book 1, 2007, pp5-40)

Certainties (modal markers)

are (27 occurrences)

'What are the factors of...'

will (2 occurrences)

The sum of angle in a triangle *is* 180 degrees.

is (20 occurrences)

'4 is factor of 20'



No markers relating to hedges (*might, could, should*) that could indicate a sense of uncertainty

'The highest common of two or more numbers is the biggest number that will divide exactly into each of them'

Similar statements of certainties can be seen in all maths textbook used in JSS

Contribution



I know



Practice



Sustainable
Development



END