

Making the Invisible, Visible: Supporting Numeracy in the Arts

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Improving students' numeracy outcomes continues to be an explicit goal in the secondary school sector (Australian Governments Education Council, 2019); however, the responsibility of taking action to support student numeracy has largely rested with specialist mathematics teachers, or school leaders whose purpose may be focused on standardised assessment targets. This short communication will present the findings of a pilot study in which members of an Arts faculty were provided with targeted professional learning in embedding numeracy. The study's design drew on a theoretical model developed in the context of a doctoral thesis, verifying the relevance of the model to enhance teachers' numeracy practices. This presentation will discuss some of the key factors impacting secondary school teacher uptake of deliberate and purposeful numeracy teaching in their classroom, share vignettes of arts-based numeracy tasks, and communicate insights into the impact of the theoretical model on teacher practice.

References

Australian Governments Education Council. (2019). *Alice Springs (Mparntwe) Education Declaration*. Education Services Australia. <https://www.dese.gov.au/alice-springs-mparntwe-education-declaration/resources/alice-springs-mparntwe-education-declaration>