

The MERGA Research Award 2018

The MERGA Research Award is for an individual or a team that has made an outstanding contribution to mathematics education research.

It is expected that the recipient(s) of a MERGA Research Award will have demonstrated:

1. outstanding achievement in mathematics education research within the previous 3 years;
2. research that has the potential to make an impact
3. evidence of dissemination using scholarly and/or professional avenues; and
4. research-related contributions to MERGA over an extended period of time.

THANK YOU:

I would like to thank my panel of assessors - MERGA members from across Australasia who freely gave their time to comment on the application to ensure criteria were appropriately addressed and achieved.

In 2018, the award goes to a Team of researchers from New Zealand:

Roberta (Bobbie) Hunter

Jodie Hunter

Glenda Anthony

Trevor Bills

Citation

This team of researchers have been awarded the MERGA Research Award for their sustained program of research focused on **how best to support teachers' and students' (particularly Pāsifika and other minoritised groups) learning in complex social-political settings. The research agenda was commenced 10 years ago.**

In the last 10 years, the team have collectively built-up a platform of research that has informed the ongoing development and scale-up of *Developing Mathematical Inquiry Communities* (DMIC)—a transformative school-based professional development and learning intervention.

The DMIC team have built close relationships with the Pasifika Ministry, and iwi (indigenous groups). Other collaborations have involved DMIC implementation involving research consultations and partnerships with education agencies in the South Pacific, Australia, England, U.S.A, Saudi Arabia, Sweden, and Singapore and many others.

In New Zealand the scale up of DMIC involves more than 52 schools, principally serving low socio-economic communities with a significant Maori and Pāsifika student population. Research with these schools consistently identified significant improvements in student access and participation in mathematics, as measured in school-based assessments, alignment with cultural values and identity, and a range of pro-social skills.