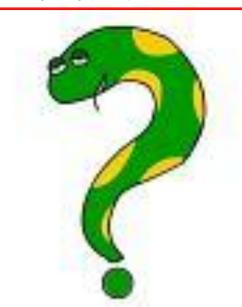
Mathematical Certainties: Opening up or hindering opportunities for learning in Vanuatu?

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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 subjunctives spaces of inquiry (SSI)?

Discourse Analysis

(Herbal-Eisenmann & Wagner, 2005)





- Modal verbs
- oImperatives
- ∘ Pronouns
- OHedges (Morgan, 1996)

| Modal verbs | Imperatives | Pronouns |
|-------------|-------------|----------|
| 49 | 9 | 95 |

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

Certainties (modal markers)

<u>are</u> (27 occurrences)'What are the factors of...'

will (2 occurrences)

is (20 occurrences) '4 is factor of 20'

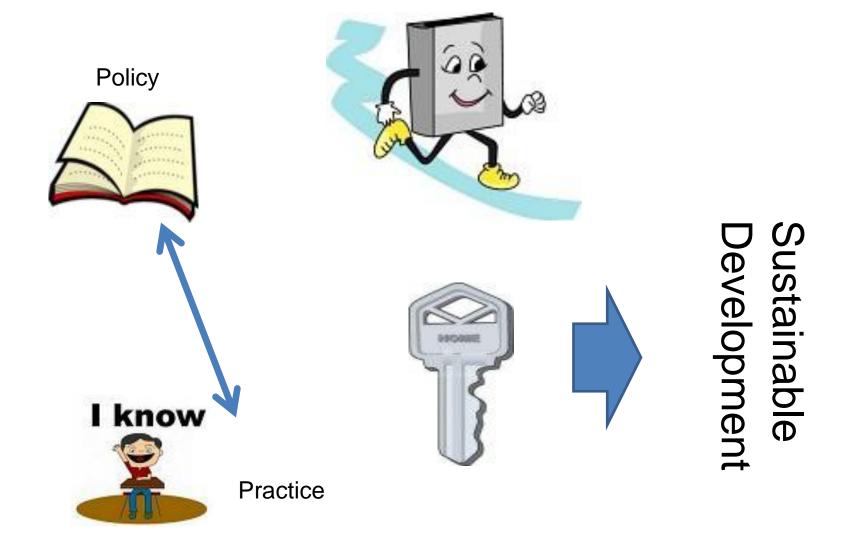
The sum of angle in a triangle *is* 180 degrees.

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

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

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

Contribution





END