YuMi Deadly Centre Mission

Through research and tailored programs, the YuMi Deadly Centre (YDC) strives to enhance the learning of Indigenous and non-Indigenous children, young people and adults to improve their opportunities for further education, training and employment, and to equip them for lifelong learning.

YDC’s brand is captured in its vision: Growing community through education.

YuMi Deadly Centre Personnel

Director
Professor Tom Cooper

Academic researchers
Dr Bron Ewing    Dr Gillian Kidman
Dr Grace Sarra    Dr David Nutchey
Professor Lyn English    Dr Vinesh Chandra
Dr Chris Matthews (Griffith University)
Adjunct Associate Professor Annette Baturo

Research and administrative team
YDC’s research and administrative team supports the Director and Academic Researchers with the Centre’s programs. In June 2010 the YDC team received the Vice-Chancellor’s Award for Excellence in recognition of exceptional sustained performance and outstanding achievement in research, partnerships and engagement, innovation and creative practice, and leadership.

Partner with us in YuMi Deadly

YDC is committed to research that collaborates with professional and local communities to benefit the researched. If you would like to partner with us in a project or work with us to develop a project specifically for your situation, please contact Prof Tom Cooper or Dr Bron Ewing at ydc@qut.edu.au or 61 7 3138 0035.

Higher Degree Research Program

YDC has set up a cohort of higher-degree research (HDR) students looking at Aboriginal and Torres Strait Islander and low SES educational issues. If you are interested in completing a PhD, EdD or MEd (Research) degree, please consider enrolling in a higher degree at QUT.

Our accredited supervisors provide support to ensure students meet their requirements and are successful in their studies. Students work together, support each other and receive special instruction.

Contact Dr Bronwyn Ewing at ydc@qut.edu.au or +61 7 3138 003.

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Vocational Education and Training Program

YDC’s vocational education and training program focuses on supporting Certificate Course school teachers and TAFE trainers with contextualising mathematics with course content. It aims to assist teachers to enhance the mathematics knowledge and skills students need for further education, training and employment opportunities.

Skilling Indigenous Australia Project

YDC’s strength in VET is supported by an Australian Research Council (ARC) Linkage grant for the project Skilling Indigenous Australia: Effective numeracy learning for employment by regional and remote Indigenous students in Vocational Education and Training courses. This major project, which runs from 2010 to 2013, aims to develop effective ways to teach Indigenous VET students the mathematics required to successfully complete their course and enhance their employment opportunities in the future.

The project involves the study of mathematics teaching and learning within VET courses in three TAFE colleges and one secondary school (six sites altogether) in northwest and far north Queensland. It uses the results of these studies to develop, evaluate and refine mathematics teaching and assessment resources for a variety of VET courses, particularly those associated with mining and construction.

The project attempts to develop theory about how certificate course teachers teach mathematics that is situated within the certificate courses and how Indigenous students come to learn it when it is contextualised to their learning experiences. The project team has developed a pedagogical model for teachers to trial with students and teachers are expected to critique the trial as a way of understanding their current practice and what might need to be strengthened.

Teaching and learning mathematics: A pedagogic approach

Drawing on a pedagogic approach of reality, abstraction, mathematics and critical reflection, the intention of the project is to support teachers with the teaching of mathematics, and then, the learning of their students.

Project Materials

The project is designing and writing course resource material to support course content. The resource material aligns directly with the Australian Curriculum Year 10A mathematics and the Australian Core Skills Framework for numeracy. The materials (a) explain the pedagogy informing the project, (b) draw on Certificate Course student projects to design digitally supported project content that contextualises the mathematics needed for the tasks, and (c) explore theory that explains the mathematics identified in the students’ tasks to assist Certificate Course teachers with “knowing where to go” in terms of student knowledge and understandings of mathematics.

Expected benefits of the project

It is expected that the Skilling Indigenous Australia project will directly benefit other members of the population in a number of ways:

1. fill a gap in knowledge regarding Indigenous VET numeracy learning
2. enable Partner Organisations to develop effective resources to support Indigenous numeracy learning in VET courses
3. improve Indigenous numeracy learning and create new knowledge regarding VET numeracy
4. enhance Indigenous employment and reduce skill shortages in regional and remote areas
5. build Indigenous pride and dignity and reduce Indigenous welfare dependence and need for community interventions
6. enable Indigenous people to be involved in research.

The project has the potential to address concerns about both Indigenous unemployment and Indigenous skills shortages at the same time by making VET certification and employment attainable for Indigenous students.