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Addressing Mathematical Inequity in Indigenous Education:

In order to positively narrow the educational gap between the Indigenous communities and the rest of the population, there needs to be a continuous and long-term intervention for change. In the case of schooling, we should be working with the Indigenous communities to look at a long-term continuum of choices and to present opportunities and positive interventions that provide students with a more affirmative outlook for life. The Pacific Institute for the Mathematical Sciences (PIMS) has recognized the challenges many students face if they lack the necessary prerequisites in math and science to pursue post-secondary studies (especially in STEM fields), specifically when it comes to Indigenous students and other students at risk. By leaving behind the philosophy of reduced expectations, mathematical scientists and educators associated with PIMS have introduced a variety of interesting and challenging programs. Our first step has been to build partnerships with elders and schools run by Indigenous communities, as well as with urban public schools with a high concentration of at-risk students. With their input and support, the PIMS outreach team has implemented a variety of programs, which will be described on this talk.