General Role of Critical Friend

At different times the Critical Friend will need to be a provocateur, a mediator, or an interventionist.

The Make it count project focuses on building the capacity of school communities to maximise their Indigenous students' learning in mathematics and development of numeracy.

Processes for family and community engagement and teacher change are to develop responsive pedagogies that are underpinned by the following principles. Make it count Clusters are:

- *Developing in teachers high expectations of themselves and of their Indigenous students.*
- *Taking specific actions to find out the mathematics their Indigenous students know, and using this to inform teaching and learning.*
- *Appreciating students' cultural backgrounds and associated mathematical and numeracy practices and building on these to engage students in learning mathematics at school.*
- *Giving students opportunities to make decisions about their learning of mathematics.*
- *Actively fostering positive attitudes towards mathematics, and building Indigenous students' confidence in themselves as mathematicians.*

The role of the Critical Friend is to:

1. Support and guide teachers to discuss and analyse what it is they're doing in the teaching-learning cycle and how it is impacting on the learning of their Indigenous students. This may need a framework for them to work from and the development of new thinking, new language.
2. Help the Clusters to consider what they're doing that is 'culturally responsive' by supporting the use of the Pedagogical Tool that helps teachers to think and talk about how they're Being Intentional (being very clear about WHAT mathematics they are teaching and WHY), how they're Being Responsive (HOW they're going to teach the mathematics and respond to the learning needs of Aboriginal and Torres Strait Islander students) and how they're Being Effective (HOW DO THEY KNOW).
3. Support and guide Clusters to:
    - Identify and refine their focus, and to keep their 'eye on the ball'
    - to understand and develop a hard-edged evidence base
    - to think about what it is they will have in place that is whole school, evidence-based and sustainable and in what combination of formats (resources, policy, package etc) so that it is available , accessible and useful to others.

4. Ask Cluster such questions as:
    - How do resources such as First Steps in Mathematics and Count Me In run alongside of the data that is being collected?
    - How are these sorts of programs being used/adapted for Indigenous students?
    - How is what you are doing meeting your aims ?
5. If it fits, try to develop a conceptual framework/theoretical model that fits with their work
6. Build capacity of teachers to analyse and use data including NAPLAN data. Help to identify and collect data related to community/family engagement and cultural competency.
7. Support and guide Clusters in effective and creative ways to document their learning, their processes, their outcomes etc. This includes preparing reports.
8. Help Cluster leaders to keep participants enthusiastic and motivated by providing regular feedback, encouragement etc.
9. Develop and maintain researcher – practitioner relationships and provide practical input from academic resources/literature by bringing research into the classroom with the language that teachers can understand; collaborate with practitioners to write for various publications.
10. Provide advice about professional learning needs and opportunities that will keep teachers 'invigorated' in teaching mathematics. In some cases you will provide the professional learning and at other times this will involve accessing other experts.
11. Collaborate and communicate with other Critical Friends to refine your role further; to share resources, ideas and thoughts etc.
12. Present at conferences (this may be with Cluster people) and write for publication.