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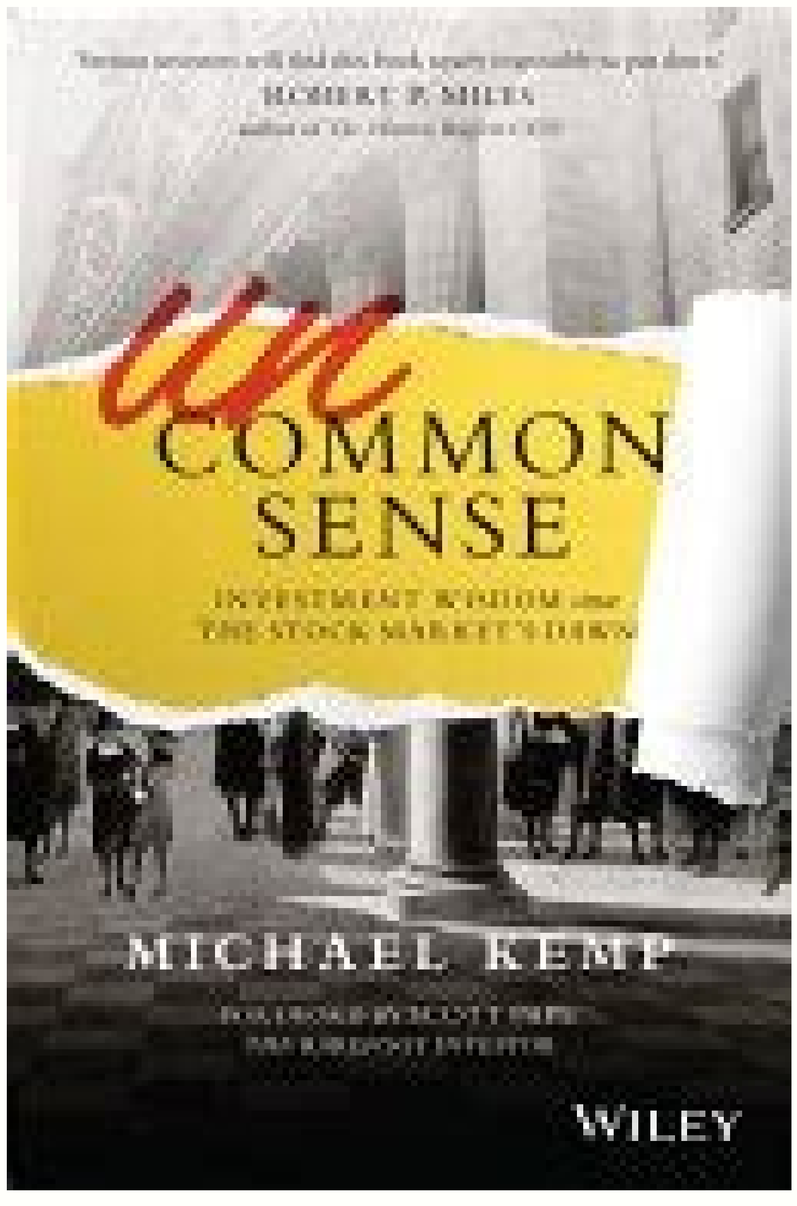

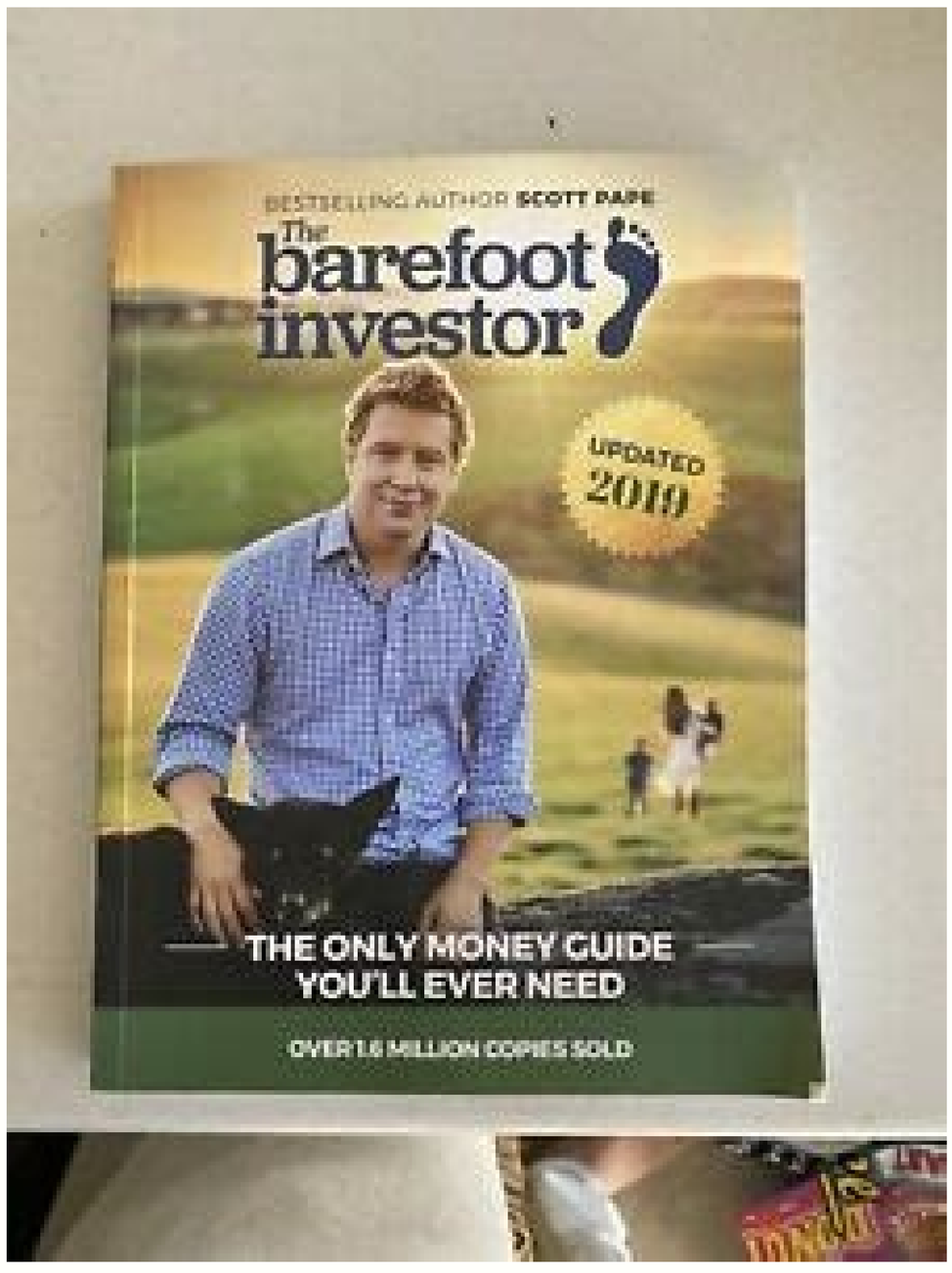

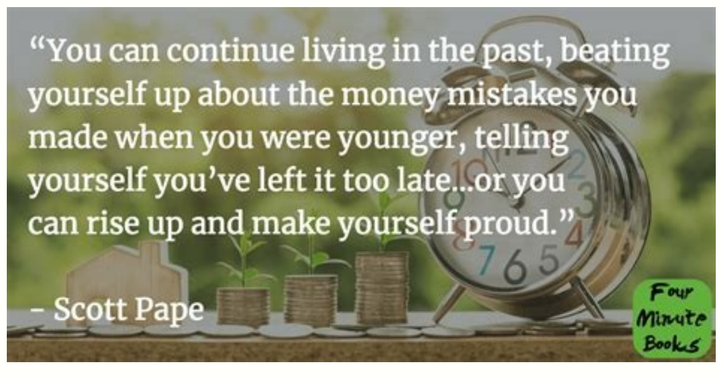

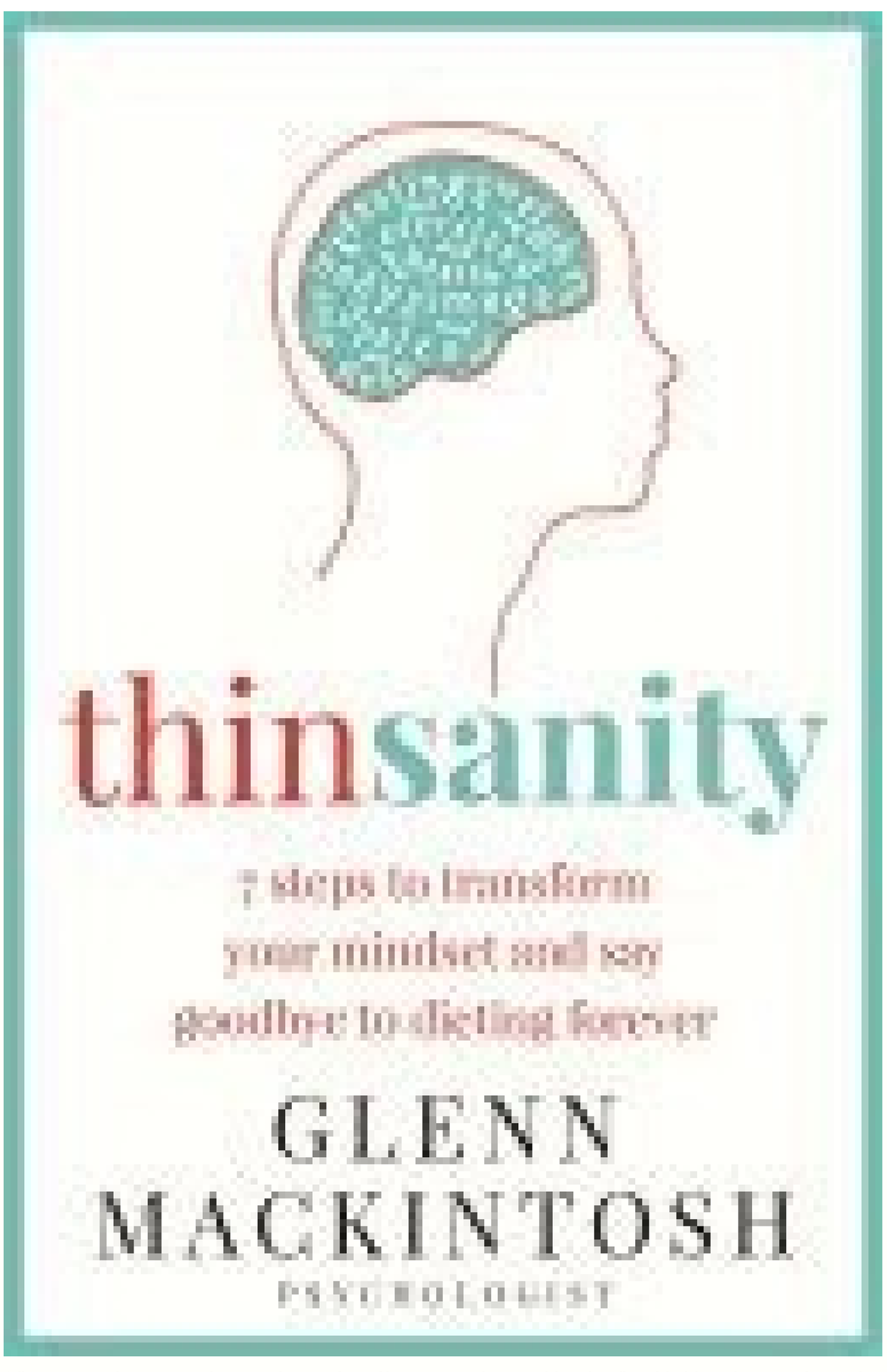

Colleagues at Monash University are designing and testing a financial literacy program for young adults with intellectual disability. At last, you can live your dreams and pay for them too. They are internationally recognised for their mathematics learning task design and approach to creating quality opportunities for teachers and students to learn. And it means teaching them to critique the role of governments and powerful organisations in shaping their financial realities. The Barefoot Investor is about creating the financial freedom to live your dreams, whatever your age. The federal government flagged financial education as a priority following the 2008 global financial crisis. It means teaching them to consider actions they can take that will be good for their bank balance, the economy and the planet, like reducing, repairing, recycling and upcycling. This means teaching them to ask good questions about financial innovations like tap ‘n go, buy-now-pay-later and virtual currency. Money matters are only getting harder The Barefoot Investor says he wants to “teach kids the rules of the game”. Classroom research in Australia and New Zealand has demonstrated the importance of respecting the cultural aspects of students’ financial values and practices, situating mathematics learning in financial contexts that matter to them, and taking an explicit focus on financial language. This approach has shown that with the right professional learning opportunities, school leaders and teachers have the know-how necessary to innovate. The authors have been funded by the Ecstra Foundation to research what education professionals, teachers and students think about financial education in Australian secondary schools, including what professional learning opportunities and resources are most useful. Classroom research in New Zealand has demonstrated the importance of respecting the cultural aspects of students’ financial values and practices, situating mathematics learning in financial contexts that matter to them, and taking an explicit focus on financial language. Others make connections between mathematics and economics through thematic programs, although after Year 8 these tend to be elective studies and not all students choose them. OECD PISA financial literacy assessment results confirm that little has been gained in terms of student learning over this period. What do we know from research? But is that what Australian school students get? NewsCorp columnist and financial self-help author of The Barefoot Investor Scott Pape has launched a TV show and online petition calling for a “Money Movement” focused on teaching young people the importance of working, saving, spending and giving. This approach has shown that with the right professional learning opportunities, school leaders and teachers have the know-how necessary to innovate. **The authors have been funded by the Ecstra Foundation to research what education professionals, teachers and students think about financial education in Australian secondary schools, including what professional learning opportunities and resources are most useful.**

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