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Beliefs of kindergarten and primary school teachers towards mathematics teaching and learning.

Ubuz, Behiye (ed.) et al., CERME 8. Proceedings of the eighth congress of the European Society of Research in Mathematics Education, Antalya, Turkey, February 6–10, 2013. Ankara: Middle East Technical University (ISBN 978-975-429-315-9). 2128-2137 (2013).

Summary: Kindergarten and primary school teachers' professional actions and beliefs are assumed as crucial factors for a successful transition. Individual interview with kindergarten and primary school teachers, video observations in both institutions and focus groups were analysed to describe these beliefs. A spectrum of different beliefs was outlined. Kindergarten and primary school teachers have different views on mathematics teaching and learning due to different curricula and different trainings. The research results are used to support the process of professionalization.

Classification: C29 D31 D32 C31 C32

Keywords: teachers' professional actions; teachers beliefs; kindergarten primary school teachers