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ICME international survey on teachers working and learning through collaboration: June 2016.

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Summary: This article presents preliminary results from a survey commissioned for ICME 13 (2016) focusing on “Teachers Working and Learning Through Collaboration”. It takes as a starting point a previous survey, commissioned for ICME 10 in 2004 that focused on Mathematics Teacher Education. The current survey focuses centrally on teachers involved in collaborations, sometimes in formal settings of professional development, but also in a more diverse range of collaborative settings including research initiatives. The roles of teachers involved in the collaboration, survey methods, decisions and limitations are described. While some of the findings to date resonate with those of the earlier survey, other findings highlight characteristics and issues relating to the differing ways in which teachers collaborate, either with other teachers or the various ‘others’, most notably mathematics teacher educator researchers. The roles and relationships that contribute to learning in such collaborations, as well as theories and methodologies found in survey sources, are a focus of the findings presented here. Studies rarely theorised collaboration, and few of those that did so reported explicitly on how their theoretical frame shaped the design of research methodologies/approaches guiding activities with teachers. One significant outcome has been the difficulty of relating teachers’ learning to collaboration within a project, although many initiatives report developments in teaching, teacher learning and students’ learning.

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