

ZMATH 2014e.00318

Tsamir, Pessia; Tirosh, Dina; Levenson, Esther; Barkai, Ruthi; Tabach, Michal

The CAMTE framework. A tool for developing proficient mathematics teaching in preschool.

Li, Yeping (ed.) et al., Proficiency and beliefs in learning and teaching mathematics. Learning from Alan Schoenfeld and Günter Törner. Rotterdam: Sense Publishers (ISBN 978-94-6209-298-3/hbk; 978-94-6209-297-6/pbk). Mathematics Teaching and Learning 1, 89-109 (2013).

From the introduction: This chapter is concerned with developing teachers' knowledge for teaching mathematics in preschool. Like Alan Schoenfeld, we are concerned with teachers, in this case preschool teachers, knowing school mathematics in depth and in breadth. Like Günter Törner, one of the founders of the MAVI (mathematical views) conference, we are concerned with the affective side of teacher education. The framework we present in this chapter combines both cognitive and affective aspects related to facilitating proficient mathematics teaching in preschool.

Classification: D39 B50

Keywords: teachers' knowledge; subject matter knowledge; pedagogical content knowledge; self-efficacy; professional development; teacher education