

**ZMATH 2014c.00240**

**Coles, Alf; Fernández, Ceneida; Brown, Laurinda**

**Teacher noticing and growth indicators for mathematics teacher development.**

Lindmeier, Anke M. (ed.) et al., Proceedings of the 37th conference of the International Group for the Psychology of Mathematics Education “Mathematics learning across the life span”, PME 37, Kiel, Germany, July 28–August 2, 2013. Vol. 2. Kiel: IPN–Leibniz Institute for Science and Mathematics Education at the University of Kiel (ISBN 978-3-89088-288-8). 209-216 (2013).

Summary: This report is based on data gathered as part of a UK project looking into tackling underachievement in primary mathematics through a focus on creativity. We initially analyse, within the framework of noticing [*J. Mason*, *Researching your own practice. The discipline of noticing*. London: Routledge-Falmer (2002)], if in the discussions of in-service primary school teachers on the project, there is evidence of the shifts in teachers’ noticing, proposed by *V. R. Jacobs* et al. [*J. Res. Math. Educ.* 41, No. 2, 169–202 (2010; ME 2011f.00109)] as growth indicators. Results show evidence of these shifts. However, we go on to analyse the data further and find a significant shift that is not captured by Jacobs et al’s indicators. We conclude by arguing for a re-conceptualisation of the idea of growth indicators, towards a more cyclical sense of movement and development.

*Classification:* C39

*Keywords:* teachers’ noticing; underachievement; primary mathematics; creativity; professional development