Re-sourcing teachers’ work and interactions: a collective perspective on resources, their use and transformation.

Summary: This paper reviews the literature on the theme of mathematics teachers’ work and interactions with resources, taking a particular perspective, the so-called ‘collective perspective’ on resources, their use and transformation. The review is presented under three headings: (1) theoretical frameworks commonly used in this area of research; (2) teachers’ interactions with resources in terms of their design and use; and (3) teachers’ interactions with resources in terms of teacher learning and professional development. From the literature, and the collection of papers in this issue, we argue that the collective dimensions play an important role in mathematics teachers’ work with resources and in their professional learning/development. Further empirical investigations are likely to be needed on: how teachers may work in collectives and with resources, and in which ways ‘productive’ collectives may form and work together; which roles particular resources can play in these delicate constellations and how particular resources may support teachers in their work and learning; and which kinds of resources offer opportunities for community building.

Classification: D29 D40 C79 B50 U19
Keywords: literature review; teachers’ work; teachers’ interactions; resources; design and use; teacher learning; professional development