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**Teacher noticing as a growth indicator for mathematics teacher development.**

Smith, C. (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Vol. 32, No. 3. Proceedings of the day conference, University of Cambridge, UK, June 17, 2012. London: British Society for Research into Learning Mathematics (BSRLM). 67-72 (2012).

Summary: In this paper, we report on our analysis of four transcripts of teacher meetings that took place over the academic year 2011–12. These meetings took place in the context of a project looking into tackling underachievement in primary mathematics through a focus on creativity. We bring the idea of growth indicators [V. R. Jacobs et al., J. Res. Math. Educ. 41, No. 2, 169–202 (2010; ME 2011f.00109)] within the framework of noticing [J. Mason, Researching your own practice. The discipline of noticing. London: Routledge-Falmer (2002)] in order to analyse shifts in teacher discourse. There is evidence of growth but we conclude by discussing the complexity of teacher change and problems with any set of indicators.

*Classification:* D39 C49

*Keywords:* primary school teachers; teacher education; mathematics teacher development; educational research; professional noticing; teacher meetings; transcripts; growth indicators

<http://www.bsrlm.org.uk/IPs/ip32-3/BSRLM-IP-32-3-12.pdf>