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Houssart, Jenny

Teaching assistants and intervention programmes in primary mathematics.

Smith, C. (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Vol. 32, No. 2. Proceedings of the day conference, University of Sussex, UK, June 9, 2012. London: British Society for Research into Learning Mathematics (BSRLM). 40-45 (2012).

Summary: This paper explores the experiences and views of teaching assistants in mainstream primary schools who are assigned to work with individuals or small groups using structured mathematics interventions. The use of such programmes is seen here as an aspect of curriculum implementation and comparison is made with literature concerning implementation of curriculum materials by teachers. The focus is mainly on whether assistants report the need to adapt the programmes, using the notion of fidelity and the categories of offloading, adapting and improvising [*M. W. Brown*, “The teacher – tool relationship: theorizing the design and use of curriculum materials”, in: J. Remillard (ed.) et al., *Mathematics teachers at work, connecting classroom materials and classroom instruction*. New York/Abingdon: Routledge, 17–36 (2009)]. The key finding is that most assistants can be seen as adapters, with variation in the type and extent of adaptation.

Classification: C72 D32 D42

Keywords: intervention programmes; primary education; teaching assistants