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I can be quite intuitive: teaching assistants on how they support primary mathematics.

Smith, C. (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Vol. 31, No. 1. Proceedings of the day conference, Institute of Education, London, UK, March 11, 2011. London: British Society for Research into Learning Mathematics (BSRLM). 67-72 (2011).

Summary: This paper reports on initial work on Teaching Assistants' (TAs) perceived contribution to Mathematics teaching in primary schools. Extracts are presented from interviews with three TAs who provide support to individuals with particular needs. The focus is on what interviewees say about the knowledge and understanding they bring to their work. The paper also identifies how they feel they acquired this knowledge. I show that they draw on pedagogic content knowledge and subject specific knowledge of individuals. In discussing the source of this knowledge, interviewees value experience and use of initiative.

Classification: B50 D46

Keywords: primary education; special needs; teaching assistants