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Joubert, Marie; Sutherland, Rosamund

Understanding teacher enquiry.

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Summary: The National Centre for Excellence in Teaching Mathematics funds teachers of mathematics to undertake small-scale enquiry projects. Underpinning this strategy is research evidence which suggests that involvement in teacher enquiry will have an influence on the learning practice of teachers. This paper reports on a study which aimed to understand the range and influence of these projects. The study found that the enquiry projects ranged in scope and focus, reflecting the wide interests and concerns of teachers and those involved with the CPD of teachers. Teachers reported that that taking part in the projects had a positive impact in terms of their own learning, changes in their classroom practice and improved student learning.

Classification: B50

Keywords: teacher as researcher; professional development; classroom practice