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Leading learning within a PLC: Implementing new mathematics content.

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Summary: This paper does two things. Firstly, it examines the literature that coalesces around theoretical models of teacher professional development (PD) within a professional learning community (PLC). Secondly, these models are used to analyse support provided to two year 3 teachers, while implementing the draft Queensland mathematics syllabus. The findings from this study suggest that the development of this small PLC extended the teachers' Zone of Enactment which in turn led to teacher action and reflection. This was demonstrated by the teachers leading their own learning as well as that of their students.

Classification: B50 C79

Keywords: learning communities; mathematical content; professional development; Queensland; Australia; theories of teacher development