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First years of teaching.

Even, Ruhama (ed.) et al., The professional education and development of teachers of mathematics. The 15th ICMI Study. New York, NY: Springer (ISBN 978-0-387-09600-1/hbk; 978-0-387-09601-8/ebook). New ICMI Study Series 11, 93-101 (2009).

Summary: In this chapter the authors examine students' first years of teaching. Viewing this period as a key transition in epistemological, institutional, and personal levels, once again in the different systems across the world that were represented by participants at the meeting. They examine, in particular, the ways in which ideas that students encounter in their teacher education programmes might sink or swim in the reality of schooling and in the face of the often-encountered inertia of schools and established teachers.

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