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**Teachers' learning reified: The professional growth of inservice teachers through numeracy task design.**

Woo, Jeong-Ho (ed.) et al., Proceedings of the 31st annual conference of the International Group for the Psychology of Mathematics Education, PME, Seoul, Korea, July 8–13, 2007. Vol. 1-4. Seoul: The Korea Society of Educational Studies in Mathematics. Part 1, 132-136 (2007).

Summary: Anyone who knew John when he first became a mathematics teacher eight years ago would say that he has come a long way. He is no longer the idealistic, naïve, teacher he was at the beginning of his career. John is now savvier in the ways of teaching. Although not a specialist in mathematics, over the last eight years John has managed to acquire a large repertoire of ideas and practices that he relies heavily on in his daily teaching of mathematics. These ideas and practices have been gleaned from textbooks, teachers' guides, colleagues, workshops, but mostly from his experiences in the classroom. But there is an incongruity within John. John identifies himself as being a bit of a traditionalist when it comes to teaching mathematics — he espouses the virtues of drills, skills-based assessment, believes in the transmission model of teaching and learning, and bemoans the problems of the 'new new math' movement. Despite these dispositions, however, many of John's favourite lessons and instructional strategies can best be described as being steeped in the traditions of the reform movement.

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