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**Building capacity: developing a course for mathematics and science teacher educators.**

Maaß, Katja (ed.) et al., Educating the educators: international approaches to scaling-up professional development in mathematics and science education. Proceedings of the conference hosted jointly by project mascil (mathematics and science for life) and the German Centre for Mathematics Education (DZLM), Essen, Germany, December 15–16, 2014. Münster: WTM-Verlag (ISBN 978-3-942197-77-9/pbk; 978-3-942197-85-4/ebook). Conference Proceedings in Mathematics Education 2, 47-55 (2015).

Summary: We report the background, conceptualisation, design and initial stage of a distance learning Masters course for mathematics and science teacher educators. The course coordinates research, experience, and reflective practice for the educators, of whom some are school-based, others in universities and others in systemic roles. It has been developed in the UK and is informed by local and global changes and developments in subject teacher education, drawing on international research and local and global experience. The development process included outline planning of course units and their interrelatedness, and the development of a storyline that connects course content with participants' development as teacher educators. The students work in the main as communities of critical professional practitioners in a distance learning online context as well as with some face-to-face experience. The experience and geo-location of the course participants are widely varied and this has presented both challenges and opportunities for course development and design; the initial planning for and handling of diversity in the induction unit, which is face-to-face, is described. The paper relates to theme 1 because the aim of the course is to scale up high quality mathematics and science teacher education. However, this will not be achieved through networking or cascading, but through developing the capacity of individual teacher educators to work effectively, and in a research informed manner, in their own face-to-face contexts.

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*Keywords:* distance learning; teacher education; teacher educators