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**Fostering mathematical modelling in secondary schools.**

Lee, Ngan Hoe (ed.) et al., Mathematical modelling. From theory to practice. Hackensack, NJ: World Scientific (ISBN 978-981-4546-91-1/hbk; 978-981-4546-93-5/ebook). Series on Mathematics Education 8, 125-141 (2015).

Summary: The change process with any educational innovation does not appear to be something that can be shortened no matter how heightened our awareness of the nature of the change or issues previously met and dealt with in other implementations in other systems according to educational change researchers and theorists. We can, however, benefit from such knowledge of other implementations and the changes teachers underwent by a more in-depth level of implementation in the usual change timeframe. To this end, the change of the Queensland senior secondary mathematics curriculum from a purely mathematical one emphasising content, skills and process to one focusing on applications and mathematical modelling is explored using the voices of teachers reflecting on that change.

*Classification:* M10 D30 C30 B50

*Keywords:* Queensland curriculum; secondary schools; teacher education; metacognitive monitoring; reflecting learning

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