

ZMATH 2006b.00926

McDonough, Andrea; Clarke, Barbara

Professional development as a catalyst for changes in beliefs and practice: perspectives from the early numeracy research project.

Clarkson, Philip et al., MERGA 28 - 2005. Building connections: Theory, research and practice. Vol. 1 and 2. ., 521-528 (2005).

Professional development programs usually aim to support teachers as they explore innovative approaches to making their teaching more effective. The experience of the Early Numeracy Research Project is discussed, indicating that change in teacher beliefs and classroom practice can be an outcome of a major professional development project. It is posited that seeing teachers as co-researchers and reflective professionals contributed to teacher professional growth in this project. (orig.)

Classification: C69 B50 C29 D49