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**Wood, Terry**

**A reaction to the background document: complexity in mathematics teaching and teacher education.**

Strässer, Rudolf (ed.) et al., Educating for the future. Proceedings of an international symposium on mathematics teacher education. Preparation of mathematics teachers for the future, Malmö, Sweden, May 5–7, 2003. Stockholm: Royal Swedish Academy of Sciences. 63-67 (2004).

Summary: In the previous papers, the authors describe and discuss, among other things, a far more complex form of mathematics teaching than currently exists in most classes in all countries and consequently a more complex form of mathematics teacher education. As editors of the Journal of Mathematics Teacher Education we have the opportunity to read much of the recent research on teaching and teacher education in mathematics. Thus, I would like, briefly, to discuss where the mathematics education community is in understanding the complexities in teaching described previously and forms of teacher education that support the development of such teaching.

*Classification:* B50 D19

*Keywords:* preservice teacher education; inservice teacher education; educational research; teaching; didactics of mathematics; classroom mathematics practices; mathematics practices; complexity in mathematics teacher education; classrooms as a site for teacher learning; community as a site for teacher learning