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**Elaborating the teacher's role - towards a professional language.**

Johnsen Høines, Marit (ed.) et al., Proceedings of the 28th international conference of the International Group for the Psychology of Mathematics Education, PME 28, Bergen, Norway, July 14–18, 2004. Bergen: Bergen University College. Part IV, 193-200 (2004).

Summary: As part of a larger project on effective numeracy teaching practice a number of teachers took turns to teach a small group of students in front of their peers who were located on the other side of a one-way window. Observing teachers were asked to comment on what they noticed 'in-the-moment' and suggest labels or metaphors that captured the essence of the teacher's acts to support learning. Twelve scaffolding practices were identified as a result of this activity suggesting that it is a valuable tool for making explicit what teachers know and exercise intuitively in the context of primary mathematics classrooms. Here, we describe the activity and illustrate its potential for building a meaningful, accessible language that teachers can use to actively reflect on their practice.

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