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**Professional development of mathematics teachers in low socio-economic secondary schools in New Zealand.**

Putt, Ian et al., MERGA 27: Mathematics education for the third millennium: Towards 2010. Vol. 2. , (ISBN 1-920846-04-2). 320-327 (2004).

This paper reports on a study, which seeks to understand mathematics teacher development in low socio-economic schools. It initially aimed to evaluate the effectiveness of four strategies: professional development meetings; peer observations; mentoring teachers in their own classrooms; and providing readable literature. However, it quickly became apparent that implementing these strategies was problematic, and consequently the focus shifted to investigate what was happening and to find an explanation. There existed a contradiction between teachers' espoused desire for exactly these types of professional development and their lack of participation when it was made available and supported. The study indicated that many of the problems with implementing professional development were not with individual teachers but systemic throughout the schools. The obstacles related to teachers' time commitments, energy demands, and their working environment.

*Classification:* C69 B50 D30 D79