

**ZMATH 2016f.00656**

**Ormesher, Caroline**

**Investigations into interpreting and constructing lesson observations of PGCE primary mathematics specialists' lessons.**

Adams, G. (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Vol. 35, No. 3. Proceedings of the day conference, University of Reading, UK, November 7, 2015. London: British Society for Research into Learning Mathematics (BSRLM). 84-89 (2016).

Summary: I am researching the discussions that primary mathematics specialist trainees have, about the teaching and learning of mathematics, with their school-based training mentors in their PGCE year. I see developing greater awareness of these conversations as important with the move towards PGCE courses that are predominantly school based. In studying lesson observation documents my findings indicate that greater attention is given to the general running of the lesson than the mathematical content. Given that lesson observations and subsequent feedback sessions provide an opportunity for mentors and trainees to discuss the teaching and learning of mathematics, the written documents suggest that talk about mathematical content may be limited. This paper may be helpful for others interested in changing their documentation of mathematics lessons in support of the development of primary mathematics specialists.

*Classification:* D49 C70

*Keywords:* educational research; primary education; teacher education; primary mathematics specialists; school-based training mentors; classroom observations; role of mathematical content; practitioner researchers; workshops; change of practice

<http://www.bsrlm.org.uk/IPs/ip35-3/BSRLM-IP-35-3-15.pdf>