

ZMATH 2016f.00564

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A teacher changing her practice: a tentative explanation for the reasons behind it.

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). 61-66 (2016).

Summary: The aim of my PhD research project is to investigate interventions that foster equity in teachers' practices and also to understand why specific actions in the classroom promote more equitable learning environments. This paper is focused on what I have learnt from lesson observations and from an interview with a mathematics teacher, while she experienced a discussion group about a new approach to teach fractions. It was possible to observe changes in her practice. I will argue that these changes were the result of her operating in her 'innovation zone'; acting with confidence even though she was incorporating new elements into her practice. There is evidence to suggesting that specific features in the discussion group fostered these changes. The features can be seen as elements to be included in professional development initiatives aiming to change teachers' practices.

Classification: D40 C70

Keywords: educational research; inservice teacher education; professional development; group work; discussions; teaching practice; change of practice; collaboration; low achievement; equity; case studies; classroom observation; teacher observation; confidence zone; risk zone; innovation zone

<http://www.bsrlm.org.uk/IPs/ip35-3/BSRLM-IP-35-3-11.pdf>