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


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.

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