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**Teachers of mathematics: those who mediate and those who are mediated.**

Pope, Sue (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Proceedings of the British congress of mathematics education, BCME-8, University of Nottingham, UK, April 14–17, 2014. London: British Society for Research into Learning Mathematics (BSRLM). 303-310 (2014).

Summary: The notion of an autonomous teacher has long been accepted as an important characteristic of a good mathematics teacher. In this paper, the beliefs and practices of six primary teachers, all of whom are construed against various criteria as autonomous, were examined. Data, which derived from multiple interviews with and observations of each teacher, were analysed using constant comparison and yielded three themes related to the interaction of belief and practice that separated the six teachers into two equal groups. The results show that autonomy depends on one's perception, therefore challenging the sufficiency of the construct as a characteristic of a good mathematics teacher.

*Classification:* C29 C79 C69 B50

*Keywords:* teacher autonomy; educational research; case studies; teacher beliefs; teacher attitudes; teaching; constant comparison analysis; interviews; teacher observation; mathematical intentions; pedagogical approaches; classroom norms; mediators; mediated teachers

<http://www.bsrlm.org.uk/BCME8/BCME8-39.pdf>