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**School mathematics leaders' beliefs about their role when participating in a school mathematics project.**

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Summary: It is not uncommon in many Australian primary schools for a teaching staff member to undertake the leadership or coordination of mathematics in his or her school. Some research suggests that coordinators and leaders play an important role in the leadership and management of mathematics teaching and learning in primary schools. Contemporary Teaching and Learning of Mathematics (CTLM) was a research and professional development project designed and facilitated by staff from Australian Catholic University (ACU, Melbourne Campus) and funded by the Catholic Education Office Melbourne. CTLM was a five year project (2008 to 2012 inclusive) that aimed to improve mathematics teaching and learning practices in participating schools. Four intakes of schools A large focus of the project concerned the provision of professional development sessions, facilitated through plenary (lecture) sessions and workshops. These sessions were designed to enhance teachers' mathematical knowledge for teaching which is a specialised blend of subject matter knowledge and pedagogical content knowledge related to mathematics learning and teaching. During their participation in CTLM, schools were required to appoint a staff member to undertake the leadership role of the School Mathematics Leader (SML). This leader had the task of supporting classroom teachers as changes in mathematics teaching and learning practices were enacted within the school communities. For many of these leaders, this was the first time that they were required to undertake leadership responsibilities of this nature. They played a vital role in leading the implementation of CTLM practices, strategies and philosophies in their schools. This article by Matt Sexton and Ann Downton explores the beliefs of one group of School Mathematics Leaders. The authors also provide some useful questions for leaders of mathematics to reflect upon. (ERIC)

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