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**A patchwork of professional development: one teacher's experiences over a school year.**

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). 207-214 (2014).

Summary: It is well recognised that professional development research often struggles to demonstrate that changes in a teacher's practice are as a result of a professional development initiative. One reason is that teachers are influenced by a 'patchwork' of learning opportunities and it is sometimes impossible to pick out how, and to what extent, each opportunity may have contributed to these changes. The research reported here was a joint effort between a mathematics teacher and a researcher. The paper, which draws on 'research conversations' between the authors, explores what counts as professional development for this teacher and describes his patchwork of professional development in terms of the processes in which he engages within his professional practice: exploring, experimenting and reflecting; mainly within the context of teaching but also more widely. We argue that critical reflection is crucially important within professional development, but so too is appropriate action to carry exploring and experimenting through to real development.

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<http://www.bsrlm.org.uk/BCME8/BCME8-27.pdf>