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A model for systemic change in rural schools.

Liljedahl, Peter (ed.) et al., Proceedings of the 38th conference of the International Group for the Psychology of Mathematics Education “Mathematics education at the edge”, PME 38 held jointly with the 36th conference of PME-NA, Vancouver, Canada, July 15–20, 2014, Vol. 4. [s. 1.]: International Group for the Psychology of Mathematics Education (ISBN 978-0-86491-360-9/set; 978-0-86491-364-7/v.4). 1-8 (2014).

Summary: This paper describes a theoretical model for systemic change as it concerns the learning and teaching of mathematics in K–12 schools, with particular attention being paid to the rural context. Systemic change is the active process of establishing change in the community through lasting, long-term relationships, practices, and procedures. Our purpose is to describe the mechanics of such change provided by the strategic, continuous, and monitored support of all three of the constituents: Teachers, administrators and community, and externally supported by a temporary catalyst. Systemic change is achieved when the removal of the external catalyst does not affect the rest of the model. Evidence to support this claim has been derived from our case studies.

Classification: B20 C60 A40

Keywords: rural schools; educational reforms; systemic change