

ZMATH 2015a.00416

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The pre-service mathematics teacher as an adult learner.

Hyde, Rosalyn (ed.) et al., Mentoring mathematics teachers. Supporting and inspiring pre-service and newly qualified teachers. London: Routledge (ISBN 978-0-415-81990-9/pbk; 978-0-415-81989-3/hbk; 978-1-315-88627-5/ebook). 154-168 (2014).

Summary: Teaching adults to teach differs significantly from teaching learners to do mathematics. All adults have experience of teaching practices, having been on the receiving end of them themselves. In this chapter, we explore ways that practice-based mentors can direct pre-service teachers towards experiences and models appropriate to the learning environment and their developmental needs. We use Lave and Wenger's apprenticeship model and Schön's reflective practitioner model to support practice-based mentors' thinking about how pre-service teachers are not only learning a body of knowledge about teaching, but also developing a complex and difficult set of skills.

Classification: D49 C39 B50

Keywords: preservice teacher education; adult education; models of professional learning; mentor attitudes; developing professional understanding; prior learning; peer support; supervision; learning to teach; mentor support; placement experience