

STUDENT TEACHERS' EXPERIENCES OF BECOMING 'EXPERT' WITHIN THE PRACTICE OF PRIMARY SCHOOL MATHEMATICS TEACHING

Peter Winbourne, South Bank University

In this session I will report on the first year of a three-year research project in which I am working with a group of student primary school teachers through their one-year post-graduate training and then, I hope, the first two years of their teaching careers. The students and I are working to characterise their sense of their identity as learner and as teacher of mathematics and track how this changes and develops over time.

I am using concept mapping (Mwakapenda, 2001) as a methodological tool to provide a framework for representing, discussing and probing students' developing pedagogic content knowledge and, from the perspective of situated cognition and identity theory, their developing identity as 'teacher of mathematics' (Lave and Wenger, 1991, Wenger 1997, Winbourne and Watson, 1998, Winbourne 2002). We have begun the process of accounting for development in identity in terms of students' participation in university mathematical and pedagogical practices and increasingly practices in their placement schools; later, the scope of these accounts will be expanded to include the practices of the schools in which students start work as newly qualified teachers (NQTs).

Through hermeneutic analysis of data (Van Manen 1990) emerging themes are identified, explored and used to construct biographical narratives that are represented to the students/NQTs themselves for further discussion and validation

Amongst the questions I hope to consider are these: if students/NQTs become practitioners who are critical of their practice (meaning the mathematics teaching practices within which they are becoming experts) what in their experience may turn out to have been central in the development and maintenance of this disposition? If not, what features of their experience may be similarly identified?

References:

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- Winbourne, P (submitted for publication 2002) *Looking for learning in practice: how can this inform teaching?*