

PROFESSIONAL IDENTITY AND PROFESSIONAL KNOWLEDGE: BEGINNING TO TEACH MATHEMATICS

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This communication is based on a research concerning the construction of the professional identity of four beginning mathematics teachers, according to their biography, professional knowledge, relational processes, schooling context and the social conditions of post-modern society.

The research follows the interpretative paradigm. Four study cases concerning beginning mathematics teachers have been constructed, mainly based in the analysis of a set of interviews with biographical character realized in the course of three school years.

This study permits to confirm that identity is an idiosyncratic, complex and multidimensional process. During the first years of teaching there is a big concern for issues concerning the professional knowledge, and simultaneously the development of a “subjective educational theory” assumes great relevance in professional identity construction (Calderhead, 1997; Kelchtermans, 1993). For these beginning teachers, the subject matter they teach is a fundamental aspect in their identity, reconfirming their previous vocational choice. Besides that, two of these teachers broadened their professional identity integrating a fundamental role as educators.

All these teachers express sympathy with a progressist view of mathematics education, in line with their teacher education experience, however this has different meanings for them. This study gathers evidence that teacher education is interpreted from different point of views depending on the biography and self of the student teacher.

References

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- Kelchtermans, G., & Vanderberghe, R. (1994). Teachers' professional development: A biographical perspective. *Journal of Curriculum Studies*, 26(1), 45-62.