

PERSONAL REFLECTIONS: PROFESSIONAL DEVELOPMENT FOR TEACHERS OF MATHEMATICS

Approaches:

1. Train the Trainer Model

"And you expect me to teach the teachers in my area? You must be ... !"

2. Workshop Model:

In servicing a large number of teachers.

[One session 4 or 8 hours]

Limited effectiveness

Dialogue is missing

Some teachers are reluctant to say "I don't get it."

3. School based model: Collaborative Model [Expensive]

Topic(s) identified by the administrators and the staff.

Administrators attend the sessions [IMPORTANT!!!].

Accountability/Reporting/On-going sessions over a prolonged period of time

4. Working with few teachers over a long period of time [Expensive].

Format: An agreed upon clearly defined topic is introduced in a session.

Teachers try the topic in their classroom and reflect on the learning.

Next session a discussion of the lesson [Teachers bring students' work to session.]

A new topic is introduced...

5. Change takes place over time.

Dialogue is critical to the process.

Accountability - teachers need to bring samples of students' work to subsequent sessions.

Discussion as to how students learn.

Discussion as to the distinction between useful numeracy and powerful numeracy.