




- Learning to be a teacher of mathematics – what makes the difference? Reflections from a group of students who have completed their first year of BA Primary Education at university.

LUCY WESTLEY
LUCY.WESTLEY@NORTHAMPTON.AC.UK



BACKGROUND AND RATIONALE FOR THE STUDY

The entry criteria for ITT - C grade /
Level 4 English, Mathematics, Science

During the interview process candidates
are asked about their subject strengths
and areas for development. Anecdotally
– candidates express concern about
their mathematical knowledge.



SUMMARY OF THE CURRENT RESEARCH

Perceptions – how they are formed

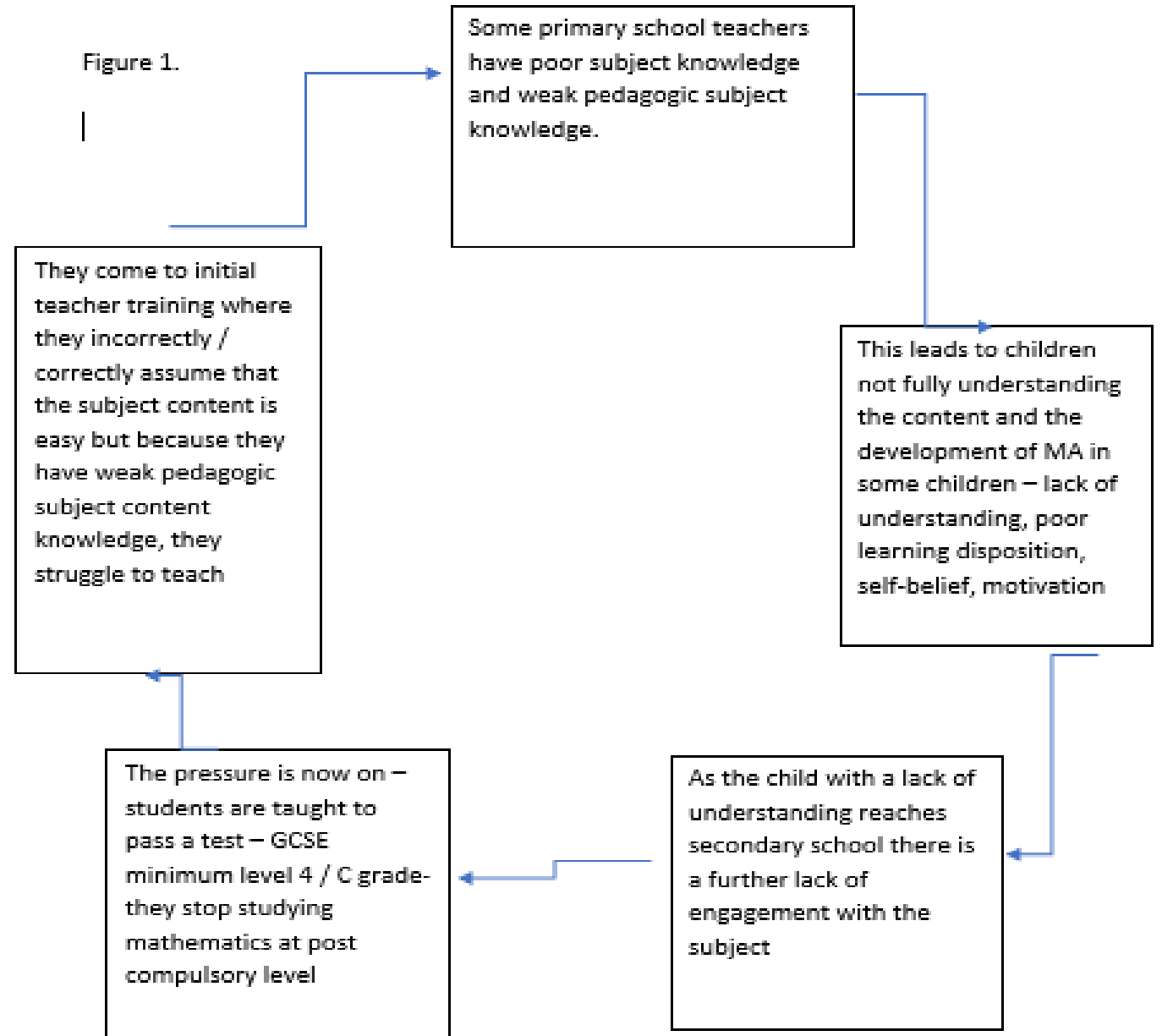
The importance of the development of identity – as both a teacher and also as a mathematics teachers

Identity and Self efficacy

IMPORTANCE OF THE STUDY

- The cycle needs to be broken.
- The impact of the elements of training and how this can support the student teacher needs to be established.
- Other elements such as the approach to mathematics used by the school, the school curriculum and the mentoring may have an impact.

Figure 1.



BANDURA'S - SELF EFFICACY – THEORETICAL FRAMEWORK

Self-efficacy refers to an individual's belief in his or her capacity to execute behaviours necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997).

Bandura described four different types of experiences that may contribute towards the development of self efficacy :

1. Mastery experience

2. Vicarious experiences

3. Verbal persuasion

4. Physiological and affective responses

MASTERY EXPERIENCE - PERCEPTIONS REGARDING PREVIOUS EXPERIENCES

- **The experience from secondary school influenced them most**
- *'I wasn't a massive fan coming into it because of experiences from teachers in secondary school.'*
- *'I think the problem that I had was in early secondary school, the teachers weren't supportive, especially being in one of the lower groups at my school.'*
- *'It was almost viewed that, oh, you're in a lower group. You're doing the lower paper. It doesn't matter about you. We're going to focus on the high.'*

PHYSIOLOGICAL AND AFFECTIVE RESPONSES - SOMATIC STATES SUCH AS ANXIETY/ PLEASURE IS INDUCED.

- **Physiological and affective responses –**
- *‘Yeah, yeah, I like it when I understand it and I think oh, it's really great and very useful, but I get very frustrated if I can't understand it.’*
- *‘Maths has always been one of my stronger subjects, and now I've actually found it very interesting coming to university, because I actually struggled to change those abstract concepts in my head into pictorial and concrete. So learning about that actually helped me in. Knowing how to explain to children, even simple concepts, I've struggled to go from abstract in my head to what can I use to make this simpler for them to understand?’*
- *‘It's quite worrying, so almost not being able to do some of the work that the children were doing, especially in the first placement where they were in key stage two was quite, Yeah, it was quite worrying.’*




VERBAL PERSUASION - POSITIVE FEEDBACK REGARDING PRACTICE

- *'And then once we got the feedback from them, we were able to teach it a third time and they understood it, so to sort of involve the children more in terms of how do you want to learn - this section of the lesson has definitely influenced how I would teach maths in my own class.'*




VICARIOUS EXPERIENCES - FEEDBACK FROM OTHERS REGARDING THEIR CAPABILITY TO PERFORM

- *'Uh, the lesson planning like I could plan a lesson, but I can't be like what's next or what's before. I struggled with that part.'*
 - *'The right amount of support in terms of stretching, challenge and scaffolding that you might need to provide for all the different learners within your class and how you manage that within an hour on one subject. That's the bit that's hard.'*
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IMPACT

- Open and honest discussions with trainees about personal experiences and journeys
 - Consideration of their own perceptions and of those around them
 - Tackling issues in subject knowledge
 - Tackling issues in subject specific pedagogy
 - Peer teaching
 - Critical reflection on school and classroom experiences
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QUESTIONS?

- Thank you for listening.
- Lucy.Westley@Northampton.ac.uk

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