



Supporting Teachers to Learn the Practice of Ambitious Mathematics Teaching

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Hala Ghouseini, John G. Harvey Professor of Mathematics Education,
University of Wisconsin-Madison, USA

Mathematics instruction is both socially and intellectually ambitious. It places multiple, competing, and often ambiguous demands on the teacher who must manage complex instructional interactions, involving multiple students, to support the learning of rigorous content and disciplinary practices. In this talk, I will describe the design and implementation of a model that aims at working simultaneously on developing mathematics teachers' skill, knowledge, and commitment. The design has three components: *A Cycle of Investigation and Enactment* in which teachers move between interactions with learners and their own learning, *Instructional Activities* which are containers for the practices, principles and mathematics that teachers need to learn, and *Designed Settings* in which professional learning communities share expertise and cultivate shared commitments for equitable mathematics teaching. In the talk, I will highlight some design principles of this model and the way it has been used with pre-service and in-service teachers in the context of two research projects.



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