

Mathematical relationships and practices: A view into Year 9 mathematics classrooms

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While research has told us much about primary school mathematics classrooms, we know less about what happens at the secondary school level. Our Teaching and Learning Research Initiative project, a video study involving three Year 9 classes, enabled us to learn more about the mathematical relationships and practices in secondary classes. To date, our analysis has focused on the communities of practices, and the various ways in which teachers organise instructional activities. What we found was that, irrespective of school decile level, years of teachers' experience, and proficiency level of students, teachers are highly focused on doing the best possible job for their students. Teachers work hard to enhance students' confidence and their understanding of mathematics. They bring their knowledge and skill to the task to deal with the "heavy" demands of teaching mathematics, as well as the organisational and management matters that are part and parcel of any busy classroom.

TLRI project page: Mathematics classrooms: Explorations into the teaching/learning nexus
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