

MULTIPLE PERSPECTIVES ON TEACHER CHANGE

ANDREA PETER
Department of Education
University of Bielefeld, Germany

DAVID J. CLARKE
Mathematics Teaching & Learning Centre
Australian Catholic University (Victoria)

The study of teacher professional development frequently has been limited in its subjects, its tools, and the duration of the research. This paper describes a study to examine teacher change from the perspectives of the teachers, their students, and the researcher, through the use of a variety of research tools. Each of these instruments was used in a variety of different forms addressing different specific issues. The guiding aim of the study is the comprehensive portrayal of the change process in teaching practice, knowledge and beliefs as experienced by eight junior secondary mathematics teachers. The longitudinal nature of this study was a deliberate attempt to describe the process of teacher change in the long-term. A professional development program for secondary mathematics teachers (the ARTISM program) provided an appropriate context because its design was informed by recent research into teacher professional development and because the program took a long-term perspective on teacher change. This combination of design factors was conceived to give due recognition to the complexity of the teacher change process.