

From teacher churn to adaptive practice: Supporting out-of-field mathematics teachers' transdisciplinary practice

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Out-of-field mathematics teaching contributes to mathematics teacher churn that is, where teachers do not remain in the school or the profession. A longitudinal study of out-of-field mathematics teachers explored the changes in their beliefs and teaching practices that enabled them to develop transdisciplinary practice. Not surprisingly, teachers who continued to teach the same mathematics subject in consecutive years developed their confidence and adapted their teaching strategies to reflect non-instrumentalist beliefs. These teachers also began to incorporate numeracy in their in-field subject. The factors that contributed to their developing confidence and adaptability are presented.