

Preservice teachers' wellbeing balance when learning mathematics and numeracy

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This presentation reports on teaching and learning practices in teacher education that address preservice teachers' wellbeing when learning about mathematics and numeracy. The participatory research study evolved through three phases. Data collected included a survey and focus group interviews with preservice teachers and open-ended interviews with teacher educators. Four themes that emerged from data analysis include the need to: (i) proactively address the emerging dynamic state of stable wellbeing; (ii) understand that lack of challenges can be detrimental to the emerging dynamic state of stable wellbeing; (iii) address the overlapping challenges that can exist for preservice teachers and educators that can negatively affect learning; and (iv) the need for guiding frameworks to help address the emerging challenges. The presentation discusses possible implications to the practice of teaching and learning in mathematics and numeracy classrooms.