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Developing mathematics teachers' pedagogical identity in the classroom context

Research demonstrates that there is a widening disjuncture between the practices that are encouraged by teacher education programs and what teachers do in the classroom, and that the teachers' selves (including their beliefs and knowledge) are major determinants of what the teachers do in the classroom. In order to understand how teachers' practices are shaped, this study explored how a mathematics teacher's pedagogical identity develops in the social context of his or her classroom interactions and what challenges teachers perceive in advancing their pedagogical identities. This study draws upon the dialogical approach, as formulated by Akkerman and Meijer, to consider a teacher's positioning of the "self" between the I-nature and the me-nature, as well as upon Grootenboer and Zevenbergen's ideas on classroom milieu formation and Simon's Hypothetical Learning Trajectory. Data were collected from four in-service high school teacher participants. The findings shed light on the nature of teacher variability, the process of mathematics teachers' pedagogical identity development and the contribution that positioning the "self" between the I-nature and the me-nature makes to pedagogical identity development.

Keywords: teacher's pedagogical identity, self, classroom context