Project title: How do teachers of primary mathematics experience the impact of the Singapore textbook schemes and how does this impact on their practice?

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Second supervisor: Clare Lee

Discipline: Mathematics Education

Research area/keywords: Teacher development and teacher change. Professional development, pedagogical content knowledge, curriculum

Suitable for: Full time or part time applicants

Project background and description:
The use of adapted versions of Singapore textbooks for the teaching of primary mathematics is part of an initiative by the Department for Education in England to explore whether importing East Asian teaching approaches into England improves standards in Mathematics. The aim is to facilitate teachers in embedding the Mastery approach to mathematics teaching (NCETM, 2015). Fan et al (2013) claim that textbooks can be an important factor in introducing teachers to new teaching approaches in mathematics and influencing the development of their pedagogy. This leads to the question of how teachers evaluate the teaching approaches promoted in the textbooks and how they make decisions on when and how to use them.

The aim of this research would be to explore the impact of using the new textbooks on primary school teachers’ mathematics teaching. Important questions include whether the text books and associated resources can act as agents for change and how this is enacted. Drawing on theories of teacher knowledge and professional development, the researcher will undertake interviews of participating teachers and observations in primary classrooms to collect rich qualitative data.

Background reading/references:

- NCETM, 2015 https://www.ncetm.org.uk/resources/47230