

KHALID ALSHARIF
King Saud University, Saudi Arabia

ASSESSING MATHEMATICS TEACHERS' PRACTICES BASED ON A QUALITY TEACHING FRAMEWORK

Abstract:

The aim of this paper is to report on an ongoing study designed to use a Quality Teaching Framework (NSW, 2003) as a standard framework for teachers in order to examine the gap between mathematics teachers' practices in Saudi mathematics classrooms and the framework. QT framework identifies three key dimensions of quality teaching that: is prompting high levels of intellectual quality, is promoting a quality learning environment, and is valuing and significant to student's life. Interestingly, in the last decade in Saudi Arabia, there has been a surge in the amount of education research conducted in the field of teaching and learning mathematics. Notable areas of research focused on improving teachers' pedagogies. Hence, improving mathematics teaching practices in schools has become an important issue in Saudi Arabia. In this study, a questionnaire was developed based on the QT framework and designed to measure the use of the Quality Teaching framework across the three dimensions of the scheme. The survey has eighteen items covering the QT framework. Items were rated on a six point Likert-type scale ranging from Strongly Disagree to Strongly Agree. Altogether 200 males and females primary mathematics teachers in Riyadh participated in the survey. Additionally, semi-structured interviews with selected teachers have been conducted. This paper shows some results of the study and also provides some advice for improving teacher education programs in general.

Keywords:

Mathematics Education, Teacher Education, Professional Development, The Quality Teaching Framework

JEL Classification: I29, I20