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THE DEVELOPMENT OF MATHEMATICS TEACHERS IN PRIMARY SCHOOLS,THAILAND

Abstract:

The purpose of this study was to study process development of mathematics teachers in primary schools by interview and forcus group expert and teachers.There were 40 major informants of this study consisting of deputy school director,school director and teachers who were purposive selected. Data were collected by document analysis, in-depth interview and participatory observation. The phenomenological analysis was also used to analyze the collected data. The study revealed that : Process activities and criteria of mathematics teachers development in primary school were 5 steps of 1) Team work development consisted of; performing recreation teams,exercise, caring among group members, sharing information of teaching, producingteaching tools. 2) Learning resources both inside and outside school consisted of; workshop of learning units, writing lesson plan, applying learning resources of classes. 3) Professional development consisted of; providing the knowledge of philosophy and learning theories, using science technologiesand using the manual and teaching tools provided. 4) Performing teaching–learning activities consisted of; classroom observation, training of teaching techniques, workshop for lesson plan writing, and study tour. 5) Action   research consisted of; concerned research study, sharing information about classroom   action research, as well as technology for research presentation. In the next step of this research .There will be a trial process in the development of mathematics teachers as required .

Keywords:

Model of science teachers development, Primary school, Teachers development