re(Solve) MATHS BY INQUIRY

Towards a 'protocol' for reSolve-inspired professional learning

A supportive knowledge-building culture among teachers is an essential enabler of effective, ongoing professional learning communities. These communities should be built on collegial commitment to maximising students' mathematical development and collaborative action to learn about and explore ways of achieving this.

reSolve professional learning promotes a supportive knowledge-building culture among teachers. reSolve professional learning is characterised by:

- Participants collaborating on ongoing inquiry, action, reflection, evaluation and forward planning.

- Identifying, informing and extending participants' knowledge of mathematics and its teaching.

- Participants articulating and reflecting on their beliefs, and identifying disconnections between what they believe and what they think and do.

- Participants challenging their own and others' current conceptions of mathematics and its learning.

- Purposeful consideration and exploration of a variety of perspectives, including ideas from research and other disciplines.

- Building the motivation and confidence of participants to take risks in their teaching.

- Supporting participants to apply new knowledge and approaches in the classroom, in the context of their students and school community.

- Providing participants with explicit strategies and opportunities to share learning with, and influence, their colleagues.

- Providing for and encouraging groups to adjust and adapt resources, making choices that respond to the participants and their needs, interests and diverse backgrounds.

- Nurturing collective ownership via a continuous feedback loop that informs future actions and foci.