



EPI*STEM Lecture Series

A talk by

Prof Hamsa Venkatakrishnan

University of the Witwatersrand, South Africa



**Tuesday February 24th 12 noon,
Room A1-065, Main Building**

**Title of the talk: ‘Understanding the nature of primary teachers’
mathematical knowledge’**

ABSTRACT

In South Africa, concerns continue to be raised about low mathematical performance at all levels of the system in the post-apartheid era. Over the last decade, this concern has led to increasing interest in understanding the nature of primary teachers’ mathematical knowledge. In this talk, I share and discuss data excerpts from teachers’ work with tasks across the contexts of a primary mathematics for teaching course that we have developed, and from classroom enactments. While aspects of this dataset point to some of the gaps in basic content knowledge that have been widely reported, there is also evidence of gaps in the ways in which mathematics is understood with correct answers sometimes produced in the absence of mathematical problem-solving processes.

The aim is to use the session to think about how we conceptualise primary teacher needs within teacher development programmes in the terrain of this kind of evidence.

