In-service teacher education strategies in support of the development of key competences as defined by KeyCoMath
Deliverable 2.3

The group discussing possible promising strategies based on the positive experience of the participants proposed the following issues for consideration:

• Identifying good practices and problems in 3 regions is appropriate for a starting point
• Identifying the needs of teachers is important for motivating them
• Professional development (PD) program should be planned accordingly - long-term communication with teachers to follow to effects and react to the problems
• A follow-up support systems after the official end should be taken into account
• the “teaching” should be transferring into a “joint learning” with the “educator” who acts both as a role model but also as a member of research team

A possible strategic plan was discussed with the following main ideas for implementation:

• 2-day intensive course, specialised on the competences with examples with a follow up event – presenting a project with emphasis on specific group of competences / open lesson with a discussion
• Using existing PD courses with adding a component on competences
• Enriching existing web-sites on inquiry based learning (IBL) with links to original and translated (in mother tongue) theoretical competence research
• Enriching existing e-resources with specific methodological support on competences
• Raising awareness of the society of the importance of mathematics as one enhancing all these competences:
  • Appropriately designed contests / competitions
• Raising awareness of the society of the importance of mathematics as raising all the competences envisaged by the KeyCoMath project by means of:
  o Appropriately designed contests / competitions
  o Adding new components/awards to existing forms –for best presentation of research project, best team work, connection with art,
  o Promoting the contest 30 problems in 30 languages to the project partners’ countries

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