

## **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:
  - Appropriately designed contests / competitions
  - Adding new components/awards to existing forms –for best presentation of research project, best team work, connection with art,
  - Promoting the contest 30 problems in 30 languages to the project partners' countries

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