

Following the Path of the Teacher's Development

Joint reflection

Abstract

The results of recent educational research support the notion that the key to increasing students' knowledge is the competence of their teachers. On the basis of our long term experience from cooperation with a group of primary school teachers we discuss the concept of pedagogical competences needed in (mathematics) education, the possibilities of their cultivation and development and qualified joint reflection as a competence and as a way to competence cultivation. As the cooperation in our team influenced the participating teachers in different ways, we will illustrate their development by a selection of episodes from their teaching.

Key words: *primary school teachers, teachers' competences, qualified joint reflection*

Introduction

Among the phenomena influencing the culture of mathematics education teachers' professional competences are of crucial importance. Over the past few years we have paid our attention to cultivation of in-service teachers' competences.

We have been cooperating with a group of primary school teachers on a long-term basis. The stimulus to our cooperation with these teachers and to formation of the team came from the need for solving the Comenius project "Understanding of mathematics classroom culture in different countries". The objective of the project was to develop a course for EU teachers. Our original idea was that we would illustrate typical features of teaching of mathematics in the participating countries