

# THE CONFLICT EMERGE BEFORE THE GRADUATION

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The teaching profession requires professional competence which includes *knowledge of teaching* and *beliefs* (Bromme & Tillema, 1995; Llinares, 2002). The focus of this presentation is a conflict between intentions and possibilities expressed by prospective elementary teachers. To become and to be a mathematics teacher is a part of the identification-process of the individual. This process starts in teacher education and continues after graduation when students start working as mathematics teachers. The results in the presentation derive from a research project that aims to investigate the reflective relationships between *beliefs* and *knowledge of teaching* and the process of identification.

Ten prospective teachers were interviewed just before their graduation. The focus in the interviews was on *beliefs* and *knowledge of teaching*. In the interviews the prospective teachers expressed a range of contextual factors for mathematics teaching, for example tradition, class-style, other teachers and teaching material. They talked about these contextual factors as limits and named them frames for their coming teaching. They discussed how they will be able to, or not will be able to, go beyond these frames. Already before graduation they experience a conflict between their intentions as teachers and their prospective possibilities as teachers. They expressed a concern that the frames will prevent and control their desired teaching because this desired teaching is teaching that, according to the students, in different ways goes beyond these contextual factors. Going beyond these contextual factors is not something they imagine as self-evident or easy to do. They also express that they do not have any mathematics teachers as role models and they talk about teachers as “they”, consequently a group that they do not belong to themselves. The continued study will investigate how this perceived conflict and alienation are expressed when the students start working as teachers. The research will also investigate how the perceived conflict influences their identification with the profession, that is the narratives they tell about themselves as professional teachers (Sfard & Prusak, 2005).

## References

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