A professional development pathway for teachers to teach mathematics for, about and through problem solving

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Introduction
- Problem solving should play a prominent role in the curriculum
- Many approaches to problem solving instruction
  Eg: teaching for problem solving
  teaching about problem solving
  teaching through problem solving
- How do the 3 approaches overlay or underpin the role problem solving should play in the curriculum?

The case of Singapore math curriculum

How should teachers approach MPS?
Should they teach:
- teaching for problem solving
- teaching about problem solving
- teaching through problem solving

What do reformers recommend?

A professional development pathway

Extant practices of some teachers

A predominantly ‘teaching for problem solving’ approach

A 2nd stage: teaching about problem solving

A more advanced stage of teaching about problem solving
The third stage: Teaching *through* problem solving

Discussion and conclusion

- How viable or feasible is the professional development pathway?
- Would teachers take it up? Why/why not?
- Should teachers adopt the teaching *through* problem solving approach?
- What is at stake?

Thanks!

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