Abstract

This case study examines the evolution of a partnership between a middle school mathematics teacher and a university researcher as we had discussions based on the content and teaching of mathematics. The evolution of the partnership occurred through three stages, determined by the content-teaching tensions. The first stage focused on the mathematics content, with the agenda being set and run by the researcher. The second stage gave rise to the content-teaching tensions as the teacher shifted the discussions from the content to her immediate planning needs. Appropriate management of the tensions gave rise to the third stage, with the teacher assuming a proactive role in the discussions on lesson design and teaching. The goals of the partnership shifted from individualistic to the common goal of implementing a reform curriculum in the classroom. The shift in the partnership can be attributed to the adoption of the reform curriculum by the teacher and the effective management of tensions by both partners.

Key words and phrases: Collaborations, Mathematics Education, Mathematics teachers, Partnerships, Professional development, Tensions, University researcher.