

The transformation of the teacher's teaching role into a research-teaching role: new opportunities for developing students' mathematical knowledge and strengthening teacher professional autonomy

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In recent decades, European school systems have established quality assurance mechanisms operating at systemic, national, and individual educational institution levels. These mechanisms are closely linked to self-evaluation within schools, involving both head teachers, who foster the appropriate climate, and teachers, who, in addition to their teaching responsibilities, are expected to conduct research. In this way, they participate in the study of their own practice and find answers to research problems grounded in practice. Teachers thus become sources of research, conducting studies and applying the results in their work. Practitioner research typically falls within the field of action research, alongside reflective practice and other practice-led approaches. In this paper, we outline the steps of action research, its advantages and disadvantages, and illustrate it using the example of implementing inclusive mathematics teaching. By carefully planning inclusive practices based on a study of the concept of inclusion, mathematics teachers and other educators can measure the impact of teaching on the achievement of students with different abilities, while consolidating their role as knowledge carriers and, consequently, their credibility in communicating their findings to parents, other teachers, and the wider public, thereby gaining professional authority.

Key words: quality assurance, action research, mathematics teacher, inclusion, authority, knowledge