

Originating Knowledge: Dialogues Between the Mathematics Teacher and The Pedagogue Who Teaches Mathematics

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ABSTRACT

This article deals with research involving the Pedagogy and Mathematics degree courses at a public university. In the curriculum of Brazilian institutions, future mathematics teachers are trained to work from the 6th grade of elementary school to high school, and their initial training emphasizes advanced mathematical content, however the pedagogical aspects of the course have weaknesses. The Pedagogy course trains teachers to work in early childhood education and in the early years of elementary school. During the undergraduate course, the future pedagogue studies classroom pedagogical practices that can contribute to student learning, but graduates with significant gaps in mathematical content. Based on this premise, pedagogical practices were developed involving students from both courses through supervised internships and research that included mathematics teachers and pedagogues who teach mathematics. The first stage focused on the Supervised Internship in which students from the Mathematics degree did internships in fifthgrade elementary school classrooms. The other stages were developed based on three projects financed by funding agencies. These investigations opened spaces for teachers or future teachers who teach or will teach Mathematics to discuss their teaching experiences and mathematical knowledge. These discussions created a learning zone in which they developed Originating knowledge because that comes from the understanding and consensus of these actors about teaching and learning Mathematics.

Keywords: curriculum; elementary school; learning mathematics; teaching mathematics; supervised internship