

## **The same teacher, the same curriculum materials, different schools:**

### **What is the enacted curriculum?**

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The literature provides almost no information about the enacted curriculum in different classrooms of the same teacher. The aim of this study is to investigate the role played by the classroom in shaping curriculum enactment. The study addresses this issue by comparing: 1. types of algebraic activities and 2. usage of curriculum materials enacted in two classes taught by the same teacher.

The research comprises two case studies. Each case focused on the same teacher who taught the same mathematical topic to two 7<sup>th</sup> grade classes at different schools. The same textbook was used in all four classes. The data source includes observations of the teaching of the topic *equivalent algebraic expressions* (between 15-19 lessons in each class), additional lesson observations and interviews with the teachers and the students. The data was analyzed both through quantitative and qualitative analysis.

Connections were found between the teachers' perception of the curriculum materials and their role in the teaching process. Moreover, differences were found in each case study in the way the curriculum materials were enacted in each class of the same teacher. The research proposes several possible explanations for these differences. These explanations refer to the "enactment scope", e.g. differences in school support, parents' requirements, external assessment exams, learning habits, and more. It is seen that the teacher defines an "enactment zone" that depends on the way she perceives the curriculum materials and teaching process, and in this zone variation is enabled according to the context (the different classrooms).

Ever since I completed my Ph.D. research I continue to examine the connections between the teaching and learning practice and the context in which they take place. These researches examine this issue in different aspects: the mathematics and science teachers' perception of the role of the "school" in their teaching daily practice; enactment and assimilation of the educational-technological tool in the same classroom by different teachers; learning mathematics in the ultra-orthodox community (girls); (possible) connections between learning mathematics and Talmud.