

On the making of a new mathematics teacher: Professional development, subjectivation and forms of resistance

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Abstract: Reform-based discourses in mathematics education have fabricated different subject-positions or subjectivities for teachers such as the typical and the ‘new’ teacher. **Professional development programs** are proposed as mechanisms to transform the typical into the ‘new’ teacher. However, this desired teacher has proved hard to constitute. Thus, the resistor teacher has emerged into the field and the phenomenon of **resistance to change** is currently prevalent to explain failure within school mathematics reform. In this article, I assume that **resistance** and struggle are consequential responses against particular forms of **subjectivation** imposed on mathematics teachers. In this sense, I explore forms of **resistance** in the context of a professional development program aimed to enhance problem-solving instruction in Chilean mathematics classrooms. Using a poststructuralist perspective, I examine the manner in which a high school mathematics teacher deploys mechanisms to resist and negotiate **subjectivities** and **meanings** of being a mathematics teacher in school reform times.