

A NEW CURRICULUM DEVELOPMENT MODEL AND PRIMARY TEACHERS: THE BIG IDEA AND DEEP RESISTANCE

Erhan Bingolbali

Fatih Ozmantar

Hatice Akkoç

University of Gaziantep, Turkey

University of Marmara Turkey

This paper examines primary classroom teachers' preparedness of implementing a new curriculum model. The new curriculum displays a paradigmatic shift from a behaviourist approach to more of a constructivist one. The development of problem solving skills is particularly emphasised in the new curriculum. Two questionnaires including items on students' different solution strategies to problems are applied to roughly 500 teachers to seek how teachers value and make sense of different strategies. The data reveals that the teachers are not open to different strategies, have difficulties in evaluating students' responses to the open-ended questions and experience serious mathematical difficulties in assessing students' solutions. We discuss issues raised by the findings with regard to the curriculum implementation.