

Professional Competence and Professional Community in Mathematics Education

Takuya Baba

*Graduate School of International Development and Cooperation,
Hiroshima University, Japan*

There is an international trend to measure the mathematics teacher's competence. In this paper, it is pointed out that a fundamental problem exists over the notion of the individual teacher's competence and how it is measured. To address this problem, it is necessary to consider the competence of the wider professional community in which the individual teachers are immersed which would enable them to develop their competence. The individual teachers assimilate the knowledge, skills and values as the professional community develops, through socialization. Two cases – Japan and Thailand – are presented to explain this competence of a professional community. From this analysis, the relevant characteristics of invisibility, collectivity, formativeness and historicity are identified.

Keywords: Professional competence; Invisibility of competence; Professional community; Endogenous development