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*A Reflection about Mathematics Teacher Education Programs in Canada*

In this session I will first start by providing an overview of mathematics teacher preservice programs in Canada. These programs differ for those who will be elementary mathematics teachers and for those who will be secondary mathematics teachers. In almost all teacher education programs in Canada, preservice teachers are required to take at least one mathematics content course as well as a mathematics 'methods' course (a course that teaches you how to teach mathematics). Mathematics educators in Canada ask the following questions about the preservice programs: Are these requirements sufficient to become a mathematics teacher? Should preservice teachers take more mathematics courses? What mathematics should preservice teachers know? In my talk I will propose the question, "Are these the questions that mathematics educators should be asking?" In my experience and research many elementary (and some secondary) preservice teachers do not see 'themselves' in mathematics; they come to preservice education courses with certain understandings and perspectives about mathematics and what it means to teach mathematics. These understandings and perspectives are framed by the experiences that preservice teachers have had prior to entering and while enrolled in their teacher education programs. Perhaps the questions that mathematics educators should be asking are not related to the content... but related to what we do in our programs to 'shift' the understandings and perspectives of preservice teachers.