

## **The Teacher and Curriculum Reform**

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An important lesson from the new math reform era (from the mid 1950s to the mid 1970s) as it occurred in many countries concerned the central role of the mathematics teacher in effecting curriculum change. Regardless of the changes proposed, if teachers did not understand or agree with them, they did not occur as planned. Recent efforts to change the school mathematics curriculum in new directions are relearning that old lesson: The teacher is the key to change. Consequently, when teachers are confronted with arguments against the direction that proposals for curriculum reform are taking, it is important for them, as professionals, to analyze and discuss the proposed changes. Recent experiences in the United States, which does not have the same centralized curriculum organization as most other countries but which is experiencing some of the same proposals and arguments against them, may be helpful in understanding the role that teachers can play in the social process of creating a curriculum.