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10/10/6/2
Breen CJ
28 November 2006

Prof CJ Breen
School of Humanities
University of Cape Town
Private Bag X3
RONDENBOSCH
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Dear Professor Breen

OUTCOME OF EVALUATION AND RATING PROCESS

Previous correspondence acknowledging receipt of the documents submitted for peer evaluation refers.

After undergoing a rigorous evaluation by peers your application for evaluation and rating has been finalised. I hereby wish to inform you that you have been placed in the C category at level C1. The C category and C1 sub-category are defined as follows:

- C** Established researchers with a sustained recent record of productivity in the field who are recognised by their peers as having:
- produced a body of quality work, the core of which has coherence and attests to ongoing engagement with the field
 - demonstrated the ability to conceptualise problems and apply research methods to investigating them.
- C1** While all reviewers concur that the applicant is an established researcher (as described), some of them indicate that he/she already enjoys considerable international recognition for the high quality and impact of his/her recent research outputs.

Feedback identified by the relevant Assessment Panel is included in the attached appendix. You are most welcome to access information on our feedback policy (<http://www.nrf.ac.za/evaluation/Content/Evaluation/Apply.htm#Feedback>) and any additional information on the evaluation and rating process (www.nrf.ac.za/evaluation/).

Please note that in the event of an appeal being lodged by your institution on your behalf against the outcome of an evaluation result, such an appeal should reach the NRF within three months of the date of this letter.

Kindly note that you will be required to submit documents for evaluation and rating again in 2011. You will be reminded in this regard during 2010 when a formal invitation will be extended to you.

Should you need any further information please do not hesitate to contact me.

Yours sincerely

Gudrun U Schirge
MANAGER: EVALUATION CENTRE

FEEDBACK: Prof CJ BREEN

Edited Reviewer's Comments

Perhaps the most outstanding feature of Prof Breen's work is his ability to integrate across a wide range of literature and practice. He integrates cognitive and emotional aspects of learning and teaching, always brings in the social and political dimensions, and can see the big picture of both research and practice, while also paying attention to the particulars in every case that he writes about. In addition, he lives his principles - his sensitivity to power relations between researchers and subjects, particularly teachers, is evident in personal and group interactions, as well as in his written work.

Prof Breen's research outputs are mid-range. Examining the publications in which he has reported, *For The Learning of Mathematics* is a second-tier, but significant, international journal; *Pythagoras* is the main regional journal for southern Africa. The PME conference proceedings are very strongly refereed and are probably the best conference proceedings in the field. The major work is the chapter he wrote in the *Second International Handbook of Mathematics Education*. As a Kluwer (now Springer) publication, this is the leading Handbook in the field, and an invitation to write a chapter (researchers do not get the opportunity to propose chapters) is indeed prestigious. The assessment of mid-range is because there are no publications in major journals.

Prof Breen is known particularly for his work on two aspects: first of all in the "discipline of noticing" and secondly his work introducing the methodologies of enactivism into mathematics education research. Prof Breen is known internationally for the way he brings the personal into the practice of mathematics education research: he has pioneered ideas and techniques that enable researchers to use themselves, their experiences, their practices, as the bedrock of research. Keeping a human face in a practice that is espoused as objective has not always been easy.

Prof Breen's main research contribution, both nationally and internationally, is in relation to professional development in mathematics education.

Another measure of the quality of Prof Breen's research output is the fact that he is a member of the Editorial Board, and a paper reviewer of *Educational Studies in Mathematics*, the most internationally prestigious research journal in the field of mathematics education.

Prof Breen's current standing in the field as a mathematics educator is high. This is evidenced by his Presidency of PME and keynote address at the first ICMI Africa conference in 2005. However this is probably more about his ideas and his contributions to the local and international community, than it is about his strict researching ability. This evaluation is about research, but in Prof Breen's case his research is extremely closely linked to his practice, so it is also relevant to consider his standing as a teacher of teachers. And in this Prof Breen is one of the top in the world and acknowledged as such.

Prof Breen is always been ahead of the general trends in theory and research. His work is always disciplined and at the same time, provocative. You can be sure that you will read and hear something new and interesting in each paper and that you will be left with much to think about.

Prof Breen is one of the top three researchers in Mathematics Education in South Africa. His theoretical field of enactivism and complexity theory has a small but growing following again, because it is "complex" in two ways, and because it does not always connect easily with the well-worn psychological and sociological theories in the field. Prof Breen's strength has always been in making the more marginal central and accessible and he does this with aplomb.

Prof Breen's 2003 chapter in the *Second International Handbook of Mathematics Education*, the brilliance of the writing is the manner in which it is simultaneously informative and cautious, in which Prof Breen communicates a keen awareness of academics' responsibilities to be attentive to the grounds of their claims.

Part of the reason for the stability of his research programme has to do with the fact that Prof Breen somehow anticipated some of the current 'obsessions' of the field by at least a decade.

He is never afraid of challenging the status quo, as long as he has evidence to support his assertions his challenges are always thoughtful and thought provoking. Prof Breen's book and his book chapters are all published by well-known academic publishers. His peer-reviewed journals show a good mix between local and international journals.

Prof Breen is currently serving as the president of the International Group for Psychology of Mathematics Education (PME), which is the most prominent organisation of mathematics education researchers on the world stage. Prof Breen has been working to make important changes to that organisation (he details some of these initiatives in his description of "other research-based contributions," p. 7).

The standing of the journals in which Prof Breen has published can best be described as "sound" rather than of outstanding quality. He has been a contributor to the Second International Handbook of Mathematics Education. This is a highly regarded publication.

Prof Breen's listing of his publications, conference presentations and additional research outputs is indicative of a sound and reasonably sustained research record.

One should emphasise from the outset that Prof Breen's research output is of international standing. He is a global player and well respected in many parts of the world. His research and opinions are sought after across the globe. The impact that his work has on the Mathematics Education fraternity extends beyond the borders of South Africa – his work is innovative and 'cutting edge' both in terms of content and methodology.

Another point of reference on his standing is his credibility within the mathematics education fraternity and his reputation as a supervisor and 'partner' of research.