

Towards a Framework for Effective Mathematics Continuous Professional Development

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ABSTRACT This paper surveys various theories and models that have been used in the implementation of mathematics professional development programs in different countries for the past thirty years. The paper also reflects on the ongoing Mathematics Continuous Professional Development (MCPD) project's pilot study findings (reported in another paper of this special issue) that sought for an appropriate MCPD framework for South Africa. The South African study examined the status of existing MCPD practice and the challenges practitioners experienced in the implementation of MCPD programmes. The paper concludes that MCPD models can be categorized into two frameworks that should be considered for effective MCPD programs. These are the Mathematical Knowledge for Teaching (MKT) framework and the Organizational Framework of the MCPD that should also involve evaluation aspects in these frameworks. It is recommended that a framework that develops mathematics teachers and subject specialists in MKT combined with effective organizational structure at district level involving school principals, district officials, service providers and school based professional development activities could suit the current operational structure in the South African education system for effective MCPD.