

Comparative Study on Structural Organisation of Mathematics Continuous Professional Development (MCPD) in Selected Developing and Developed Countries

Zingiswa Mybert Monica Jojo

Department of Mathematics Education, University of South Africa, South Africa
E-mail: jojozmm@unisa.ac.za

KEYWORDS Lesson Study. Mathematics Continuous Professional Development. Pedagogical Knowledge. Teacher Content Knowledge

ABSTRACT This paper reports on a comparative study on Mathematics Continuous Professional Development (MCPD) programs piloted in selected developed and developing countries. The study sought to examine the status of existing professional development practice and the challenges practitioners experience in the implementation of such programs in these countries. The study was piloted in eleven countries namely, South Africa, Botswana, Namibia, Singapore, Zimbabwe, Swaziland, Poland, South Korea, Ireland, Morocco and Tanzania. The participants in each country were teachers, principals, subject advisors, district officials, provincial officials, service providers and facilitators. Data were collected by means of questionnaires for the teachers, interviews for other participants and observations for the facilitators. Data were then analyzed and compared using qualitative methods. The findings of the organizational structures operating in various countries that took part in this study indicated that, teachers were exposed to different professional development programs ranging from lesson reflections in South Korea and Singapore to at least cluster workshops in developing countries.