1. Record Nr. UNINA9910480367403321 Caught in the act: reflections on continuing professional development **Titolo** of mathematics teachers in a collaborative partnership / / editors, Cyril Julie, Lorna Holtman, Charles R. Smith [Place of publication not identified]:,: Sun Press,, 2019 Pubbl/distr/stampa 1-928480-37-3 **ISBN** Edizione [First edition.] Descrizione fisica 1 online resource (xvii, 198 pages) Disciplina 510.71 Soggetti Mathematics teachers - Education Electronic books. Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Nota di bibliografia Includes bibliographical references. Nota di contenuto a Intro -- Contents -- Acknowledgements -- Dedication --Contributors -- Acronym List -- Introduction -- 1. Initial insights into a continuing professional development project for mathematics teachers -- 2. A continuing professional development project for mathematics teachers: anactivity-theory perspective -- 3. Assessment of teachers' mathematical content knowledge through large-scale tests: what are the implications for CPD? -- 4. Appropriation of CPD by mathematics teachers: a case study of the Ledimtali teachers' appropriation of spiral revision 5. Facilitating and mediating by mathematics teacher educators as a matter of positionality -- 6. Practicing teachers and the development of mathematical modelling competencies through mathematical modelling as content -- 7. Professional learning in third spaces -- 8. Professional learning communities, professional learning and the role of relational agency -- 9. An ethnomethodological analysis of candidates' work in high-stakes mathematics examinations and its possible use in CPD initiatives -- Examination-driventeaching as an underpinning of ledimatali