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Summary: In this chapter we claim that many of the changes and current approaches to professional development reflect not only educational changes but also a significant change in our understanding of what constitutes learning. New approaches to learning lead to new organization of professional development initiatives for teachers, and the move from an acquisition to a participation metaphor brings changes to the ways in which the professional development of mathematics teachers is conceived and implemented. In contrast to the training model of professional development, we characterize the practice-based model as focused primarily on expanding teachers' participation in the practices of what constitutes teaching. We contend that a move from the training model to the practice-based model for the professional development of mathematics teachers can be understood as a consequence of the move from the acquisition to the participation metaphor for learning.

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