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How do teachers of mathematics understand ‘effective’ CPD?

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Summary: One of the aims of the Researching effective (continuing professional development) CPD in mathematics education (RECME) project is to investigate factors contributing to ‘effective’ CPD. This paper is concerned with understanding the idea of ‘effective’ in relation to CPD for teachers of mathematics. It draws mainly on questionnaire data from 82 teachers who said their CPD was effective, exploring the responses teachers gave when asked to explain why their CPD was effective. Interview data provides further detail.

Classification: B50 C79

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