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**León Gómez, Nelly; Beyer Kessler, Walter O.**

**Venezuela: initial and continuing preparation of the mathematics teacher.**

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Summary: The academy and society are interested in teacher preparation because of the implications it has for teaching practice and, consequently, for student learning. Based on this premise, the initial and continuing preparation of teachers was one of the focal points of the Capacity and Networking Project, CANP 2012, that was held in Costa Rica in August of 2012 sponsored by ICMI (International Commission on Mathematical Instruction) and IMU (International Mathematical Union). Each delegation participating in the event prepared a report on the situation in their country. This chapter is a summary version for the case of Venezuela. Here we begin with a description of the Venezuelan education system to then indicate elements of initial and continuing preparation of the Venezuelan Mathematics teacher that include: a brief historical contextualization; the structure and content of initial preparation, highlighting the relationships among the pedagogical and mathematical preparation and its link with professional practice; continuing preparation and the role of research in the preparation and professional development of both elementary and secondary teachers; and the connection of said preparation with the school curriculum. Finally, the most notable weaknesses and strengths will be indicated, and the main medium term and immediate challenges faced in Mathematics teacher preparation will be enumerated.

*Classification:* B50

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