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**Classroom as a site for teacher learning: emergence of a paradigm shift in mathematics teacher education in Pakistan.**

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Summary: Pakistan is a country of about 180 million people with a big proportion being youth and young adults. The basic education system is therefore large with concomitant demands for an adequately qualified cadre of teachers. Historically the teacher education system in Pakistan has been weak, with a wide range of teacher preparation programmes and little if any availability of in-service teacher education. However, over the last two decades or so there has been a significant wave of reform in teacher preparation and in-service education in the country (e.g. HEC 2010). Situated within the context above, this paper reports on the case of an innovative field based in-service programme for mathematics teachers that recognized the significance of the classroom as a site for teacher learning. In this programme, the participating teachers tried new ideas into their classrooms and analysed the emerging issues with the mentor or the professional development tutor. Opportunity of engaging in reflection with the mentors created an ‘in-between’ space for the teachers to critique their practice and learn from it. The paper raises significant issues for policy and practice in teacher education.

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