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Mathematics teachers professional development in Taiwan.

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Summary: In this chapter, we present the current status of mathematics teachers' professional development in Taiwan. We first elaborate three policy directions to outline a holistic view on three types of teachers' professional development. The three policy directions are aimed to (1) encourage teachers to take academic degree program, especially master degree of teaching, to afford benefits for teaching; (2) provide one-shot or semester-based workshops for teachers' lifelong learning for them to catch up on contemporary educational issues and reforms; and (3) incorporate teachers' professional, evaluation, and growth into one system for the convenience of teachers' learning, herein the network platform. We summarize the three types with a framework to show the structure of professional development programs involving teachers, their facilitators and contexts. Next, to enhance mathematics teachers' motivation and professions in learning from the workshops, we give two examples of ongoing professional development program, conducted nationally, which assist mathematics teachers in designing tasks and teaching practice, while cultivating their active thinking and learning. Finally, we make a concluding remark on the three types of teachers professional programs in Taiwan.

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