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Congruence between context and opportunities for professional development of mathematics teachers in the Philippines.

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Summary: Like in many other developing countries, mathematics education in the Philippines is often intertwined with macro problems that arise from the sociopolitical context of schools. We investigate the extent to which preservice and in-service education are able to prepare secondary teachers for teaching mathematics at the level of ordinary classrooms. Our analysis is based on the scholarly literature as well as on in-depth interviews with 22 classroom teachers from 12 of 17 Philippine regions who were accepted in a special credential program. We also discuss the macrostructures that exact considerable influence on classroom teaching.

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