

# PROFESSIONALISM IN MATHEMATICS TEACHING IN SOUTH AFRICA; ARE WE TRANSFORMING?

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The National Teacher Education Audit (1995) and the survey on Mathematics and Science Teachers in 1997 found that there was lack of professionalism in most teacher education institutions, especially previously disadvantaged colleges of education. Unfortunately, the problem was more than 80% of mathematics teachers were trained at colleges of education.

Breen (1994), argues that the model used for professionalism in mathematics teachers during apartheid years, called for absolute and uncritical compliance. In advocating a new era professionalism for mathematics teachers, Hindle (1997) asserts that what the country desperately needs is professionalism in which each individual takes responsibility for their own personal development, a critical practitioner who takes a lead in a particular field, in this case, mathematics education.

Interventions to transform the quality of mathematics education in the country were implemented. For example, the impact of Mkhize's 1999 intervention is captured by the learners' remarks: "At last we gained something from a math lesson and I enjoyed the lesson." This study aimed to investigate the impact of one of the interventions on high school mathematics teachers. Preliminary results will be discussed.

## REFERENCES

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