

## Exploring Support Strategies for High School Mathematics Teachers from Underachieving Schools

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**ABSTRACT** Algebra, trigonometry and calculus concepts are dealt with in grades 10 to 12 of South African high school topics, as prescribed by the Curriculum and Assessment Policy Statement. This paper reports on a study exploring practicing teachers' subject matter knowledge of certain topics they were expected to teach. The theoretical perspectives for the design and analysis of this study were based on Shulman's conceptual framework. This study was a qualitative case study (n = 28). Practising teachers from the Pinetown district in KwaZulu-Natal participated in this mathematics' teacher intervention. Focused tasks on algebra, trigonometry and calculus were designed and administered to those teachers. The researchers analysed the data from those tests and found that certain areas of their *pedagogical content knowledge* required attention.