

Exploring Support Strategies for High School Mathematics Teachers from Underachieving Schools

D. Brijlall¹ and A. Maharaj²

¹*Department of Mathematics, Statistics and Physics, Durban, University of Technology,
37 Halpin Avenue, Reservoir Hills, 4091 South Africa*

²*School of Mathematics, Physics and Computer Science, University of KwaZulu-Natal,
27 Bhoola Road Effingham, Durban 4000 South Africa*

Telephone: ¹<+2731 3732126>, ²<+2731 2601021>

Mobile: ¹<+27835552390>, ²<+27834461937>

E-mail: ¹<deonarainb@dut.ac.za>, ²<maharaja32@ukzn.ac.za>

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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.