

## **Leadership and Autonomy Driving Mathematics Teacher Education in South Korea**

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**ABSTRACT** This paper provides the findings of the pilot study and the current status of the initial training of mathematics teachers at both elementary and secondary level and in-service teacher training in South Korea. The pilot was conducted among teachers, administrators and facilitators of Mathematics Continuous Professional Development (MCPD) programs. The findings showed that the majority of Korean mathematics teachers took with high regard MCPD programs and wanted them to be part of their professional and personal development rather than pursuing their personal benefit like higher certificate or economic gains. The paper also outlines the commitment of administrators to implement MCPD programs and identifies the challenges of facilitators in the field. It is concluded that various incentives given to teachers are a stimulant to effective implementation of mathematics professional development programmes in the country and possibly a contribution to Korean students' good achievement in PISA and TIMSS mathematics performance.