

**THE ROLE OF SUBJECT ADVISORS IN SUPPORTING MATHEMATICS  
EDUCATORS IN THE FURTHER EDUCATION AND TRAINING BAND WITH  
REGARDS TO PEDAGOGICAL CONTENT KNOWLEDGE**

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## ABSTRACT

Learners' poor performance in Mathematics is a serious cause for concern in South Africa. To address this concern the Department of Education has appointed subject advisors. While the pass rate in other subjects has improved, performance in Mathematics is still low. This study sought to establish the impact of Mathematics subject advisors' support on educators. The study culminated in the identification of relevant intervention strategies to improve the Mathematics pass rate in grades 10 to 12. The study followed a mixed approach. Relevant information was gathered through the use of both quantitative and qualitative approaches. Questionnaires were issued to Mathematics teachers. These were followed by focus group interviews. Qualitative data was analysed through content analysis. After transcribing, the researcher applied coding, in order to discover the patterns and themes resulting from the data. For Quantitative data a Statistical Package for the Social Sciences (SPSS) was used to analyse data.

The study recommends that while provision of materials and other items is taking place, support on individual development of educators should not be neglected. It is also recommended that University-District partnership with regard to the teaching of school Mathematics and teacher development should be established.

*Key words: Constructivism, pedagogical content knowledge, Realistic Mathematics Education, Subject Advisor.*