

## A Comparative Analysis of the Pedagogical Content Knowledge for Teaching Secondary School Mathematics

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The paper reports on an analysis of the pedagogical content knowledge (PCK) for teaching mathematics of 57 South African and 55 Australian prospective secondary school teachers. Data for the study were collected using a questionnaire and Rasch measurement models were used to analyse the participants' responses. The findings from the study suggest that despite having similarities in their understanding of learners' thinking and reasoning, prospective teachers' PCK was deeply rooted in their beliefs about the teaching and learning of mathematics. It is hoped that findings from this comparative analysis will provide 'lens' to view how prospective mathematics teachers' PCK differ across these two countries.