

CERME13: Thematic Working Group 18
Mathematics Teacher Education and Professional Development

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Scope and focus of the Working Group

The study of mathematics teacher education and professional development has been a central focus of research within mathematics education over recent decades. Within TWG18, our focus is on research into the preparation of pre-service mathematics teachers (across all phases) as well as the professional development of in-service mathematics teachers. The working group's main research interests include pre-service and in-service teachers' professional development regarding various aspects of professional knowledge, beliefs, reflection, and noticing related to different mathematical content areas and aspects of instructional quality. Frameworks, models, and practices of teacher education and professional development programmes are also central to our discussions, particularly the content, methods, tools, and related impacts.

TWG18 offers a communicative, collegial, and critical forum for sharing and discussing diverse perspectives on teacher education and professional development, as well as various theoretical and innovative methodological approaches for investigating mathematics teachers' professional growth and identity. We aim at contributing to the development of our knowledge and understanding as researchers, educators, and practitioners in the fields of mathematics teacher education and professional development.

Call for papers and poster proposals

In TWG18, we welcome theoretical, methodological, empirical, and developmental papers and poster proposals. We particularly encourage contributions presenting young researchers' approaches and studies. Any paper or poster of relevance to the overall focus of the group will be considered. We are primarily, although not exclusively, interested in papers addressing the following topics:

- The *development* of (prospective) mathematics teachers' professional knowledge, identities, attitudes, and beliefs.
- Models, frameworks (e.g., teacher noticing, lesson study, etc.) and methodologies for researching mathematics teacher learning and professional growth (narrative approaches, action research, use of cases and vignettes, etc.)
- Curriculum design and innovation in mathematics teacher education and professional development.
- Task design, development of resources and use of tools (e.g., physical, technological, conceptual) within mathematics teacher education and professional development.
- Evaluation and impact of mathematics teacher education courses and professional development programmes.

Papers and poster proposals should use the CERME template, and conform to the guidelines at <https://cerme13.renyi.hu/>. CERME 13 uses an electronic submission system <https://www.conftool.pro/cerme13/>. The authors submit the initial version of their paper on the website (uploading it both as a .doc and a .pdf file, and providing the required information, in particular the TWG number).

Reviews and decisions

Each paper will be peer-reviewed by two persons from among those who submit papers to this TWG. Please expect to be asked to review up to two papers yourself. The group leaders will decide about the acceptance of posters.

Important dates

- **15 February 2023:** Deadline for submission of papers and posters.
- **5 April 2023:** Preliminary decisions on papers and posters.
- **10-14 July 2023:** CERME 13 takes place.
- See <https://cerme13.renyi.hu/deadlines> for other important dates