

CERME 13: Thematic Working Group 27

The Professional Practices, Preparation and Support of Mathematics Teacher Educators

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Scope and focus of the Working Group

TWG 27 focuses on research concerning the role of Mathematics Teacher Educators (MTEs) in fostering mathematics teacher learning, both at the pre-service and the in-service periods of teachers' careers. Among the various emerging issues under this topic we include the preparation of MTEs; knowledge and skills needed for the work of MTEs; evolving practices of MTEs; MTEs' orientations and identities; professional development processes of MTEs; ongoing support for MTEs; the role of MTEs in relation to current global issues, and more.

A vocabulary note: As many different terms exist in the literature under the general term of MTEs (e.g., facilitators, PD leaders, mentors, didacticians, mediators, educators, teacher trainers, pedagogical instructors), we suggest, for the purpose of coherence of the work within TWG 27, that submitted contributions use the terms *facilitators* and *educators* to denote MTEs who support the learning of practicing teachers and prospective teachers, respectively.

Call for papers and poster proposals

We invite contributions related to the following issues:

- Theoretical and conceptual frameworks that can be used as lenses to research the role of MTEs.
- Integrating generic and mathematical content-specific aspects within the work of MTEs.
- Researching knowledge, beliefs, skills, identities and practices of MTEs.
- Reflection as a learning mechanism for MTEs.
- Role-modelling as a practice that MTEs may use, explicitly or implicitly; researching possible lack of coherence between MTEs' practices and the teaching practices they are meant to support.
- MTEs' role as bridging between theory and practice.
- Preparing MTEs (including formal and informal qualifications); designing professional development for MTEs; tools and resources for supporting MTEs.
- Scaling up programs for mathematics teachers: Building institutional capacity through focusing on facilitators; institutional factors that support or hinder the effectiveness of PD facilitators.
- The influence of current global issues on the role and practices of MTEs.
- Moving beyond small-scale, qualitative studies to more generalizable, larger-scale studies.

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