

## **CERME11: Thematic Working Group 20** **Mathematics Teacher Knowledge, Beliefs and Identity**

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### **Scope and focus of the Thematic Working Group**

Mathematic teachers' and teacher educators' knowledge, beliefs and identity are notions that can be perceived in a multiplicity of ways. Considering such notions in a diversity of contexts and methodological approaches (e.g., institutional and educational contexts; formal and informal education and working places; initial and continuous education – including, but not limited to collaborative working groups, task design and implementation, discussing and reflecting upon own and others practices), contributing for a broader understanding on the content of such notions is an essential aspect in and for improving teacher education. This TWG's work focuses on unpacking the work of mathematic teachers' and teacher educators' practices, particularly on knowledge, beliefs and identity notions, which in turn may lead to increase the understanding the factors (and/or examples) contributing to improve instructional quality.

### **Call for papers and poster proposals**

In TWG20 we welcome theoretical, methodological, empirical, or developmental paper and posters within the scope of the notions outlined above. Proposals of relevance to the overall focus of the TWG will be considered and thus, we welcome papers and posters that address some of the following themes (but not limited to):

- Mathematics teachers' and educators' knowledge, beliefs, and identities;
- Contexts for accessing, assessing and/or promoting the development of mathematics teachers' knowledge (e.g., collaborative contexts; development of lesson studies, task design and implementation; researching own practice; educational (in)formal contexts);
- Unpack the work of mathematic teachers' and educators' practices and their practice-related thinking;
- The role of resources (e.g., curriculum materials, manipulatives, etc.) in and for teacher education (pre and in-service teacher education): relationships between personal and physical and institutional/instructional resources;
- Theoretical perspectives and methodological tools for studying and understanding mathematics teaching and its interplay with teachers' personal resources (e.g., knowledge and beliefs).

Papers and poster proposals should use the CERME template, and conform to the guidelines at the [guidelines website](#). CERME 11 uses a [submission website](#). 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<sup>th</sup> July 2018:** Early bird submission (please refer to the [early bird website](#))
- **15<sup>th</sup> September 2018:** Initial submission by authors in the submission system.
- **3<sup>rd</sup> November 2018:** Initial decisions on papers and posters sent.
- **24<sup>th</sup> November 2018:** The authors submit a revised version if needed.
- **5<sup>th</sup> December 2018:** Final decisions sent.
- **12<sup>th</sup> December 2018:** Final version uploaded.
- **13<sup>th</sup> January 2019:** Papers available on CERME 11 website.