

## **CERME 14: Thematic Working Group 20** **Mathematics Teacher Knowledge, Beliefs and Identity**

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

The focus of this working group are mathematic teachers' (both preservice and in-service) and teacher educators' knowledge, beliefs and identity which are notions that can be perceived in a multiplicity of ways. This working group allows participants to discuss research related to these notions, elaborate on different theoretical and methodological approaches to study them while allowing exchange of perspectives from diverse cultural contexts. The diverse and rigorous discussion in TWG 20 on these notions constitutes an essential aspect for improving teacher education. This TWG's work focuses on unpacking mathematics teachers' and teacher educators' practices, particularly on knowledge, beliefs and identity notions, and how these practices are related to instructional quality.

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

In TWG 20, we welcome theoretical, methodological, empirical, or developmental papers and posters within the scope of the teachers' knowledge, beliefs and identity. 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);
- Unpacking the work of mathematic teachers' and educators' practices and their practice-related thinking;
- The role of resources in and for teacher knowledge, beliefs and identity; 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);
- Influence of the pandemic situation and its consequences on mathematics teacher education and research of mathematics teachers' knowledge, beliefs and identity.

Papers and poster proposals *must use the CERME template*, and conform to the guidelines at <https://www.cerme14.it/>. CERME 14 uses an electronic submission system <https://www.conftool.pro/cerme14/>. 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 papers and posters. This year, due to the limitation of participants, after a first round of reviews, a paper can require modifications to be finally accepted. More information about the review process will be provided on the website of CERME 14. The template provided in the conference website must be used.

### **Important dates**

- See <https://www.cerme14.it/> for important dates.