

## CERME 14: Thematic Working Group 27

### The Professional Practices, Preparation and Support of Mathematics Teacher Educators

**Leader:** Ronnie Karsenty (Israel), [ronnie.karsenty@weizmann.ac.il](mailto:ronnie.karsenty@weizmann.ac.il)

**Co-leaders:** Hilda Borko (USA); Bettina Rösken-Winter (Germany); Stefan Zehetmeier (Austria); Birte Friedrich-Pöhler (Germany); Francisco Javier Rojas Sateler (Spain)

#### Scope and focus of the Working Group

TWG27 focuses on research concerning Mathematics Teacher Educators (MTEs): their roles, their knowledge, the practices they employ, the forms that their professionalization processes may take, the challenges they face, and more. MTEs may work at the in-service and/or the pre-service levels, may be school-based or university-based, and may have diverse backgrounds (e.g., mathematicians, mathematics teachers, mathematics education researchers), thus MTE research spans a wide variety of contexts and foci, all welcome in TWG27. We encourage submissions pertaining to both large-scale and small-scale studies, employing quantitative and qualitative methodologies.

A vocabulary note: for coherence in the TWG27 work, we suggest that submitted contributions use the terms *facilitators* (e.g., PD leaders, coaches) and *educators* to denote MTEs who support the learning of practicing teachers and prospective teachers, respectively.

#### Call for papers and poster proposals

We invite research-based contributions related to the following issues:

- Theoretical and conceptual frameworks that can be used as lenses in MTE research.
- MTEs' knowledge, skills and practices, and changes thereof along MTEs' professionalization.
- Beliefs and identities of MTEs, especially during the transition period of *becoming* MTEs, and along the professional path from a novice to an experienced MTE.
- MTEs' role as bridging between theory and practice.
- Role-modelling as a practice that MTEs may use, explicitly or implicitly; researching the extent of coherence between MTEs' practices and the teaching practices they are meant to support.
- Integrating generic and mathematical content-specific aspects within the work of MTEs.
- Preparing MTEs: formal and informal qualifications; different kinds of PD programs designed for MTEs; learning mechanisms of MTEs (e.g., reflection, rehearsals); 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 and STEM-related topics on the role and practices of MTEs.

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 author papers to this TWG. *All co-authors* can be asked to review up to two papers. The group leaders will decide about the acceptance of posters.

#### Important dates

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