



TSG 49 In-service education and professional development of primary mathematics teachers

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Development of teachers lasts for their profession career. This is why teachers and teacher educators are involved in learning process throughout their entire professional life. The complexity of mathematical teaching practices involves in-service teachers in many challenges such as the demands of new curricula, the introduction of new technologies in the classrooms, the adaptation of teaching practices for students with different abilities and in different contexts. To address these challenges in each country's agenda for the 21st century education, teachers' professional development should link the intended curriculum with students' success.

The ICME meetings offer exceptional opportunities to share and discuss relevant experiences from different nations and regions, some of which are seldom published in English and therefore remain invisible for the international research community.

The TSG 49 will discuss not only the experience and approaches of effective in-service teacher education and professional development of primary school teachers who teach mathematics, but also contribute to build up a comprehensive overview of the state of the art, the impact of extended and lasting policies (i.e. accountability systems, standardized testing of educational outcomes, etc.), new categories and emphasis introduced by educational researchers (i.e. Pedagogical Content Knowledge, Mathematical Knowledge for teaching, mathematical competencies, etc.), and current

discussions on the available evidence about effective professional development programs and the need of related specific research.

To achieve this goal, researchers are invited to contribute to the following main topics:

- Collaborative learning, peer coaching, teachers' co-learning like Lesson Study or Professional Learning Communities;
- Impact of national and regional policies, new curricula, longitudinal studies, long time impacts and current tendencies;
- New relations between teachers and university researchers, partnership experiences connecting research and professional development, models of efficient in-service training, evidence-based continuous professional development, scaling up sustainable interventions.

Participants interested in contributing to the TG49 are kindly requested to submit a paper that describes their intended contribution and addresses one or more of the above issues following the guidelines displayed at the website.