# TSG 32
# KNOWLEDGE IN/FOR TEACHING MATHEMATICS AT PRIMARY LEVEL

## The Organizing Team

Chair: Rina Zazkis, Simon Fraser University, Canada

Cochair: Stéphane Clivaz, Lausanne University of Teacher Education, Switzerland

Members:

Eva Thanheiser, Portland State University, USA

Janne Fauskanger, University of Stavanger, Norway

Polly Lao, The Open University of Hong Kong, Hong Kong-China

Teachers' knowledge in/for teaching mathematics has attracted researchers worldwide. Different approaches have emerged on how this knowledge can be studied, developed and strengthened. Our Topic Study Group (TSG) will extend this conversation, with a focus on several emerging issues. This TSG 32 invites paper submissions on significant new trends and developments in research, theory, and practice about all different aspects that relate to the knowledge in/for teaching mathematics at primary[1] level.

The following (often overlapping) themes will be considered

1. Focus on children's mathematics

1A: How attending to children's mathematical thinking can influence teachers' knowledge

1B: How elementary teachers use the leverage of core mathematical knowledge to nurture children's mathematical mind

2. Focus on teacher learning

2A: Learning in collaborative communities (e.g., professional learning communities, lesson study, etc.)

2B: Acquisition of mathematical knowledge in teacher training

2C: Learning through teaching

3. Focus on various aspects and uses of knowledge in/for teaching mathematics

3A: Cultural aspects such a cultural responsiveness, equitable teaching, teaching of mathematics in social and political contexts, etc.

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[1] As ICME uses only primary/secondary dichotomy, we would like to consider teachers of learners' ages 5-13.

3B: Aspects of teaching practice, such as high-levering/ambitious practices, attention to diverse learners, etc.

3C: Use of mathematical knowledge in the different phases of teaching (lesson planning, observation of students, task design, situations of contingency, etc.)

Participants interested in contributing to the TSG 32 are kindly requested to submit a paper that describes their intended contribution. Please follow the guidelines displayed at the website and explicitly identify one or more of the above themes addressed in the submission.