



## **TSG 35**

# **KNOWLEDGE AND PRACTICE OF MATHEMATICS TEACHER EDUCATOR**

### The Organizing Team

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The last decades of research in mathematics education are best summarized by Anna Sfard's survey team at ICME-10 (2004) as "the era of the teacher" due to researchers' uncontested focus on teachers. Such attention is also represented in the launching in 1998 of an international journal dedicated to mathematics teachers' education, the *Journal of Mathematics Teacher Education*. Questions about what teachers need to know and be able to do, as well as how they develop their knowledge, skills, and beliefs have become central to the mathematics education research literature.

More recently, there is also growing attention on *mathematics teacher educators*, that is, those who educate mathematics teachers, who design and implement opportunities for mathematics teacher education and development (MaTED). The goal of the TSG 35 at ICME-14 is two-fold: to collect information about mathematics teacher educators working in a variety of MaTED programs around the world and understand their contexts and cultures; and to discuss growing research about mathematics teacher educators, their knowledge, practice and beliefs.

The wording "mathematics teacher educator" in some sense suggests a focus on academics only. This may be true for those countries/regions where MaTED is mainly at universities. But there are countries/regions where MaTED takes place within the instruction system or in teacher education institutes that are independent of universities. The recently launched ICMI Study 25 (co-chaired by Potari & Borko) focuses on the idea of mathematics teachers learning through collaboration in schools or larger communities, drawing on an ICME-13 survey team by Robutti et al. Collaborative groups may be teams, communities, schools and other educational institutions, professional

development courses, local or national networks. This means that mathematics teacher educators can be working in formal or informal groupings, in either face-to-face or distance settings. They can be facilitators such as trainers, coaches, or mentors. Given the variety of ways in which mathematics teacher educators can work, and the different settings in which they can operate, we invite papers that address the growing need to further understand these professionals.

Some questions to be answered might be:

- A) *Who are mathematics teacher educators?*
- B) *What do we know about their knowledge, practice, and beliefs?*
- C) *What is their work and under what conditions do they operate?*
- D) *What framework should we adopt to illustrate different aspects of their knowledge?*
- E) *What and how do the different avenues/contexts contribute to the growth in their practice?*
- F) *What counts as experience and what difference does it make in their practice?*
- G) *In what ways do mathematics teacher educator and teacher's knowledge and beliefs come into play in teacher education contexts?*

## References

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