

ICMI Study 24: *School Mathematics Curriculum Reforms: Challenges, Changes, and Opportunities*

ICMI Study 24 on *School Mathematics Curriculum Reforms* was announced at ICME 14 in Hamburg, Germany in 2016. The International Program Committee finalized the Discussion Document in 2017 for the ICMI Study 24 Conference, which took place from 25-30 November 2018 in Japan. The study focuses on school mathematics curriculum reforms that have taken place in the past, are currently taking place and on emerging future changes across diverse nations and regions of the world. The five themes identified in the Discussion Document and around which the Conference Proceedings were organized, are also preserved in the structure of the ICMI Study 24 volume. In brief, the themes respond to a series of questions in respect of school mathematics curriculum reforms: historically; their coherence and relevance; their implementation; globalisation and internationalisation impacts; and the agents and processes of reforms. The study volume includes papers from keynotes and plenary panels, several of which are authored by mathematics educators who have lead or participated in macro level school mathematics curriculums nationally or regionally, as well as contributions from reactors and commentators. In this presentation, each of the theme leaders will present major conclusions arising from their respective sections of the volume and the editors will conclude with some of the key messages and lessons from the study for school mathematics curriculum reforms practice and research.

ICMI Study 24 presenters:

Co-Chairs/Volume Editors

Yoshinori Shimizu (University of Tsukuba, Japan)

Renuka Vithal (University of Fort Hare, South Africa)

Theme Leaders:

Marianna Bosch (Universitat Ramon Llull, Spain)

Will Morony (past CEO, AAMT, Australia)

Angel Ruiz (University of Costa Rica, Costa Rica)

Max Stephens (University of Melbourne, Australia)

Ferdinando Arzarello (University of Torino, Italy)