

Connecting the Learning of Mathematics Teaching to Practice

ETC2026 • Prague • February 4–7, 2026

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Scope and focus of the conference

Worldwide, the professional education of teachers has done little to change conventional mathematics teaching. In response, scholars have argued for greater attention to the learning of practice, learning to “do” mathematics teaching. This ERME topic conference focuses on what it takes to get the learning of practice at the forefront, to infuse regard for teaching as a practice (in and outside the classroom) throughout the system of professional education (pre-service and in-service), in goals, design, activities, and assessments.

We invite research-based contributions related to the following three questions:

1. What foundational things do mathematics teachers need to learn to do as they learn to teach?
2. What is involved in learning mathematics teaching?
3. How can we design and carry out professional education for the learning of practice?

We aim for a discussion where we share our growing understanding and raise cross-study questions, warranting claims in relation to teaching and the learning of practice.

As background, in the first eight CERMEs, a single working group explored the education of mathematics teachers. Subsequently, the group split into three: *Mathematics Teacher Education and Professional Development* (TWG18); *Mathematics Teaching and Teacher Practice(s)* (TWG19); and *Mathematics Teacher Knowledge, Beliefs and Identity* (TWG20). This conference brings these groups together again to consider what it takes to learn teaching. In light of recent developments in these three TWGs, this topic conference encourages attention to issues of equity (in mathematics teaching and in the recruitment and education of teachers) and the design of activities and tasks for learning teaching in ways that impact practice. In addition, for studies carried out in the context of one's own practice, explicit attention should be given to how multiple roles are ethically managed and how analytic clarity is maintained in design, methods, and claims.

Call for paper proposals

We welcome diverse theoretical, methodological, empirical, and developmental papers relevant to the scope and focus detailed above. Though brief, please try to be explicit about the context of your study and terminology you use related to practice.

All details regarding the submission and registration processes can be found on the conference website <https://etc2026.pedf.cuni.cz>. Each participant can be a presenting author of one paper, and a co-author of another paper. Only original papers that have not been published or submitted elsewhere will be considered for acceptance. The latest CERME template must be used. Note a non-refundable 50€ pre-registration fee is required for submission.

We are planning for 80 participants and the criteria for acceptance will be: (i) relevance to the conference topic, and (ii) quality of the submission. Papers will be peer-reviewed by two other authors. All co-authors can be asked to review up to two papers. The conference leaders will decide on acceptance.

Paper submission and pre-registration opens **1 September, 2025** and closes **19 September, 2025**. See the conference website for other important dates and further information.