Theme 1.2
Student Teachers' Experiences and Early Years of Teaching

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The preparation of teachers of mathematics takes various forms across the world, but there is no doubting its importance in every country. There were many papers addressing aspects of initial teacher education in use across the world presented at the 15th ICMI Study. In this section we have provided an overview of research perspectives to represent the important contributions of the participants.

In Chapter 1.2.1 Stephen Lerman looks at research studying student teachers' voices and their beliefs and attitudes. The field of teachers' beliefs and attitudes is both well known and substantial and has been studied in different ways for more than two decades. The research presented at the conference contained many new perspectives and in particular focused on interpreting students' views and ideas. Lerman draws on methodological issues to structure the chapter: interpreting students' voices; relations between attitudes and beliefs "in theory" and practice; systematic observations of classrooms; and challenges for teacher education.

In Chapter 1.2.2 Merrilyn Goos looks at school experience during pre-service teacher education from students' perspectives. In particular she examines notions of identity and the development of communities of practice as contexts of interpretation to make sense of students' perspectives in a manner that informs research and teacher education.

In Chapter 1.2.3 Carl Winsløw examines students' first years of teaching. Viewing this period as a key transition in epistemological, institutional, and personal levels, once again in the different systems across the world that were represented by participants at the meeting. He examines, in particular, the ways in which ideas that students encounter in their teacher education programmes might sink or swim in the reality of schooling and in the face of the often-encountered inertia of schools and established teachers.