

Detailed program:

Theme of the session: New Math reforms: actors and institutions

2.15pm - 3pm: Alice Ernoult (Université de Picardie Jules Verne, CURAPP) - *Research Institutes on Mathematics Education (IREM) : curriculum reform and teachers training.*

Abstract: From 1968 onwards, Research Institutes on Mathematics Education (Instituts de recherche sur l'enseignement des mathématiques :IREM) were established in France, within universities. They responded to a need for training mathematics teachers in the French context of the 'modern mathematics' reform and of the 'massification' of secondary education and were requested by the association of mathematics teachers (Association des professeurs de mathématiques de l'enseignement public :APMEP)

In this presentation, we will show how the 'commission Lichnerowicz', i.e. the ministerial commission created to develop modern mathematics programs, defined the IREM's aims and organisation. They were established to support the reform, but soon their activities went beyond this goal. We will provide information on how the IREM operated at the local level, and on the nature of the work carried out within them. Finally, we will show how a network has been formed at the national level and how it enabled a link between teachers training and research.

3.10pm - 3.55pm: Frederike Lieven (UR EST, Paris-Saclay) - *Mathematics teachers and other actors of the New Math reform*

Abstract: The New Math reform has diverse origins, one of which is formed by pressures exerted by mathematics teachers whether they are united in associations as the french Association des Professeurs de Mathématiques de l'Enseignement public or the west-german Verein zur Förderung des mathematischen und naturwissenschaftlichen Unterrichts, or not, as in the German Democratic Republic, where teachers nevertheless find ways to express their views to the ministry. Yet, once the reform is implemented, it faces criticism from many sides, including teachers.

In this contribution, I propose to elucidate this apparent paradox, which can be explained by the heterogeneity of the group of professors, as well as by the interactions between different groups of actors (teachers, mathematicians, inspectors, politicians...), each of them trying to shape the New Math reform in accordance to their own priorities and principles.

4.15pm - 5.30pm: *Collective discussion*