

**Call for submissions for a Special Issue of  
*Mathematics Teacher Education and Development***

**Leadership of Reform in Mathematics Education**

**To be published as the second issue of Volume 12 in 2010.**

A Special Issue of the *Mathematics Teacher Education and Development* (MTED) will be published as Issue 2 in 2010 on the theme 'Leadership of Reform in Mathematics Education'. The editors will be Janeen Lamb, Michael Gaffney and Gayle Spry, Australian Catholic University.

This special edition of MTED would address the changing context on teaching mathematics by linking educational leadership with the issue of reform in mathematics. We believe that this linking of leadership and reform in mathematics is most timely as globalisation is influencing rapid change in curriculum documents imposed by education departments in many countries. By linking the research literature on leadership with reform in mathematics education, a deeper understanding of sustainable change is possible.

The papers within this special edition of MTED would broadly frame educational leadership as influencing relationships between those with formal and informal leadership roles in schools as well as the part played by policy-makers and external educational professionals. This broad understanding of educational leadership would allow individual papers from internationally recognised experts on topics ranging from:

- The influence of globalisation on mathematics curriculum reform
- The influence of policy makers and the impact of mandated curriculum reform.
- Educational leadership as a source of support for reform in mathematics curriculum and instruction.
- The principal's role in leading reform in mathematics curriculum, teaching and professional learning;
- The leadership role of 'middle leaders' in the primary and secondary schools;
- The leadership role of teacher leaders in the context of the professional learning community;
- The role of leadership in indigenous mathematics education;
- The leadership role of external education professionals (eg. consultants) and professional development.

This special edition of MTED draws attention to the role of leadership in supporting reform in mathematics education. The main benefits of such a publication would be knowledge of:

- teacher capability to bring about sustainable, high levels of student achievement in mathematics.
- deeper understanding among school community members that outcomes and teaching practices are supported by the school's vision, organisation and community relationships, and
- enhanced leadership capability of school community members to develop and align the key elements of vision, teaching practices, organisation and community relationships needed to sustain high levels of student learning achievement in mathematics.

The advantage of having a series of articles that promote such a knowledge in one journal can only help to promote the collaborative leadership capabilities at the classroom (teacher leadership), school (principal/school executive leadership), education department/system (education authority) as well as at the global level. Ultimately such knowledge will assist collaboration and alignment to effect sustainable improvement in student outcomes in mathematics. Given these priorities the role of leadership at all levels of mathematical education deserves consideration.

All papers submitted will be subject to *MTED's* standard blind review process.

For details on the formatting, length and style of papers for MTED please refer to the MTED website: <http://www.merga.net.au/node/42#submit>

Manuscripts should be sent to Janeen Lamb by email [Janeen.Lamb@acu.edu.au](mailto:Janeen.Lamb@acu.edu.au) no later than Friday, 6 November 2009, but early submissions are welcome.

Any questions on the suitability of a possible submission or other issues should be directed by email to Janeen Lamb.