

Professional Development for Mathematics Education Researchers

Helen J. Forgasz

Monash University

<Helen.Forgasz@education.monash.edu.au>

As mathematics educators, we frequently speak of the professional development needs of mathematics teachers. Many of us run professional development sessions or courses. Others of us conduct research and in our scholarly writings reflect on the implications of our findings on teacher professional development. Less often do we think about our own professional development needs.

In my capacity as MERGA Vice-President (Research), I have often thought about how MERGA might assist in promoting the range of skills that mathematics education researchers might need to serve as the providers and nurturers of the next generation of researchers in our discipline, and to function as more effective and fruitful researchers whose findings are widely disseminated, highly acclaimed, and broadly implemented for the betterment of mathematics teaching and learning at all levels.

I am proposing this *round table* session as the means to commence a discussion on what the professional needs of mathematics education researchers might be and what MERGA might do with respect to them. Some of the ideas floating around in my head include: various types of reviewing (conference papers, scholarly articles, book chapters, ARC grants), supervising higher degree students, examining theses, preparing grant applications (large/small/other), developing tenders, writing for different audiences, approaching publishers, learning about new/different research approaches/techniques, using computer software effectively for conducting research and/or analysing data, mentoring others, developing teaching/research portfolios, and promoting interviewing skills (as interviewer and/or interviewee). I'm sure there are other needs. Come and share your concerns and ideas.