The Network 24 meeting brought together researchers with a shared interest in mathematics education. We shared the submission figures for this year: NW 24 received 64 submissions, up from 38 in 2025, and 23 contributions were presented in our programme.

The programme showed a rich variety of topics and approaches. Contributions covered early childhood and primary mathematics, early secondary mathematics, and higher education, as well as pre-service and in-service teacher education. Themes included teacher identity, beliefs and working conditions, out-of-field teaching, teacher professional development, mathematical modelling and problem solving, mathematical content areas such as algebra, geometry and polar equations, student motivation, math anxiety and inclusion, and the use of digital tools in mathematics classrooms. Methods ranged from systematic, scoping and bibliometric reviews to structural equation modelling, action research and design-based research.

We had a constructive discussion about the scope of the network and the kind of papers that fit it, also in relation to joint sessions with other networks. Members also discussed the review process and how to make participation in ECER easier for presenters. We discussed the workshop offered on Tuesday morning and the interest in more interactive formats, such as workshops, at future ECERs.

To stay in touch between conferences, we will use the NW 24 mailing list more actively and invite participants to subscribe. We will also ask members whether anyone would like to give an online seminar. Preparations for a Season School for emerging and experienced researchers in mathematics education are in progress.

We encourage all interested researchers to follow our updates and to contribute to the network’s growth ahead of ECER 2027 in Debrecen.