A major ICMI program is the series of ICMI Studies. This set of activities was launched in the mid-1980s and has acquired a growing importance and influence on the field. It contributes to a better understanding and resolution of the challenges that face multidisciplinary and culturally diverse re-search and development in mathematics education. Each Study focuses on a topic or issue of promi-nent current interest in mathematics education. Built around an international conference, it is directed towards the preparation of a published volume intended to promote and assist discussion and action at the international, regional or institutional level. Several ICMI studies, which have already held their study conference, will present their results at ICME-14.

July 14, 16:00—18:00 **Location: S**

Session Chair: Prof Jill Adler (Immediate Past President, ICMI, and ex-officio member of the IPC for each of Studies 24 and 25)

16:00-16:10 Introduction and welcome
Prof Frederick Leung, ICMI President (in person)
Prof Merrilyn Goos, ICMI Vice-President (online, in real time)
Prof Jill Adler – immediate past ICMI President (online, in real time)

16:10–17:00 Recorded and online presentation of ICMI Study 24
Introduction and overview (Profs Shimizu and Vithal)
Presentation of key themes (5 theme leaders listed below)
Key messages and lessons learners (Profs Shimizu and Vithal)
Q + A (in person managed by Prof Leung; online managed by Prof Adler)

17:00–17:50 Recorded and online presentation of ICMI Study 25
Introduction and overview (Profs Potari and Borko)
Presentation of key themes (5 of the ICP members as listed below)
Q + A (in person managed by Prof Leung; online managed by Prof Adler)

17:50–18:00 Open discussion/ Q + A (in person managed by Prof Leung; online managed by Prof Adler)

ICMI Study 24: *School Mathematics Curriculum Reforms: Challenges, Changes, and Opportunities*

ICMI Study 24 on *School Mathematics Curriculum Reforms* was announced at ICME 14 in Hamburg, Germany in 2016. The International Program Committee finalized the Discussion Document in 2017 for the ICMI Study 24 Conference, which took place from 25-30 November 2018 in Japan. The study focuses on school mathematics curriculum reforms that have taken place in the past, are currently taking place and on emerging future changes across diverse nations and regions of the world. The five themes identified in the Discussion Document and around which the Conference Proceedings were organized, are also preserved in the structure

of the ICMI Study 24 volume. In brief, the themes respond to a series of questions in respect of school mathematics curriculum reforms: historically; their coherence and relevance; their implementation; globalisation and internationalisation impacts; and the agents and processes of reforms. The study volume includes papers from keynotes and plenary panels, several of which are authored by mathematics educators who have lead or participated in macro level school mathematics curriculums nationally or regionally, as well as contributions from reactors and commentators. In this presentation, each of the theme leaders will present major conclusions arising from their respective sections of the volume and the editors will conclude with some of the key messages and lessons from the study for school mathematics curriculum reforms practice and research.

ICMI Study 24 presenters:
Co-Chairs/Volume Editors
Yoshinori Shimizu (University of Tsukuba, Japan)
Renuka Vithal (University of Fort Hare, South Africa)
Theme Leaders:
Marianna Bosch (Universitat Ramon Llull, Spain)
Will Morony (past CEO, AAMT, Australia)
Angel Ruiz (University of Costa Rica, Costa Rica)
Max Stephens (University of Melbourne, Australia)
Ferdinando Arzarello (University of Torino, Italy)

ICMI Study 25: *Teachers of Mathematics Working and Learning in Collaborative Groups*

The primary aims of ICMI Study 25 are to report the state of the art in mathematics teacher collaboration with respect to theory, research, practice, and policy; and to suggest new directions of research that take into account contextual, cultural, national and political dimensions. The Study Conference and the Study Volume are organized around four themes: 1) Theoretical perspectives on studying mathematics teacher collaboration; 2) Contexts, forms and outcomes of mathematics teacher collaboration; 3) Roles, identities and interactions of various participants in mathematics teacher collaboration; and 4) Tools and resources used/designed for teacher collaboration and resulting from teacher collaboration. The ICMI Study 25 Conference took place from 3-7 February 2020 in Lisbon, Porgugal, after the beginning of the COVID-19 pandemic but before the world was aware of its nature and the rapidity with which it would spread. Because several countries had already begun to implement travel restrictions, we arranged for virtual as well as in-person participation. This experience, although not what we envisioned or would have preferred, presented the opportunity for our group to reflect on and learn from an additional form of collaboration. We share some of those reflections throughout the Study Volume. The Study Volume includes chapters by the plenary speakers and reactors, theme working groups, and commentators. The chapters have been drafted, and we anticipate publication in 2022. In the session, key ideas addressed in the theme chapters of the Study Volume will be discussed.

Presenters for ICMI Study 25
Co-chairs/editors
Despina Potari (University of Athens, Greece)
Hilda Borko (Stanford University, U.S.A.)

Five of the following theme leaders (selection yet to be confirmed)
Shelley Dole (The University of Queensland, Australia)
Cristina Esteley (National University of Córdoba, Córdoba, Argentina)
Rongjin Huang (Middle Tennessee State University, U.S.A.)
Ronnie Karsenty (Weizmann Institute of Science, Tel Aviv, Israel)
Takeshi Miyakawa (School of Education, Waseda University, Tokyo, Japan)
João Pedro da Ponte (Instituto de Educação, Universidade de Lisboa, Lisbon, Portugal)
Ornella Robutti   (Dipartimento di Matematica, Università di Torino, Torino, Italy)
Luc Trouche (French Institute of Education Ecole normale supérieure de Lyon, France)