

Editorial

Special issue Curriculum and Mathematics Education

This thematic issue of the journal *Acta Scientiae*, themed “Curriculum and Mathematics Education,” aims to present the research that has been developed by teachers and researchers linked to the Working Group on Curriculum and Mathematics Education (GT 3) of the Brazilian Society of Mathematics Education (SBEM), which has focused on studies related to the field of Curriculum, in different conceptual and theoretical strands, to discuss and theorize Mathematics and its role in the constitution of society, in the formation of subjects and in the construction of narratives that question posed and produce critical and reflective thoughts about different social issues that involve training proposals.

It is considered pertinent to highlight that Curriculum is understood as a practice and social construction that, among several actions, also selects and legitimizes knowledge or knowledge to produce a thorough training. Thus, the members of WG 3 develop research on the roles and effects of Mathematics Education in different types of teaching and stages of schooling, including research that investigates Mathematics Education in formal and non-formal spaces and its subjectivation processes, supported by theoretical and methodological consistency and coherence focused on the field of Curriculum and its interactions with the field of Mathematics Education.

Therefore, this thematic edition aims to contribute to the study of the Mathematics Curriculum field and, with this, to circulate experiences of curricular practices, present research results in Mathematics Education, and conceptualize the Curriculum field under different theoretical perspectives.

To everyone, we invite you to read the articles that follow and the desire that they may raise reflections, contribute to the expansion of knowledge, and be a subsidy for undergraduates, professors, and researchers who wish to carry out future research involving this field.

Happy reading, everyone!

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