Abstract
Theoretical perspectives on mathematics teacher professional development are complex and multifaceted. Some scholars indicated dramatic variations across different programs and different national characteristics. Yet, others observed that the “recognition of the need to change the way in which mathematics is taught and learned is international in scope” (Sowder). The recently constituted National Center for Mathematics Teacher Education funded by the Deutsche Telekom Stiftung will provide a German answer to this important issue. In this talk, I will provide more details about the National Center and its initiatives on teacher professional development.

Biographical Note
Dr. Günter Törner is a Professor of Mathematics at University Duisburg-Essen (Germany). He was born in Germany and received his Diploma (geometry, algebra) in 1972 and Ph.D. in 1974 from the University of Giessen. He taught mathematics at Technical University of Darmstadt (Germany), graduated (Habilitation) with a work on Algebra at Darmstadt, and went to the University of Paderborn in 1977 joining finally the Duisburg Faculty in 1978 at the age of 31 as a Full Professor of Mathematics. His research revolves around noncommutative valuation structures, right cones and associated rings. Since the Faculty of Duisburg hosted teacher education, he has been occupied with didactical research (problem solving, beliefs theory, attitude theory and professional development within the life-long teacher education). As a scholar working internationally, simultaneously and continuously in the two distant areas of mathematical research and mathematics education, he was nominated as a delegate for the Executive Committee of the German Mathematical Society in 1997 and now serving as its Secretary in its directorate. He is also running as a chairman of an international committee on mathematics education within the European Mathematical Society.