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Special Issue Reprint

Curriculum Development in Mathematics Education

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This Reprint brings together a collection of research that advances contemporary conversations about the nature, purpose, and enactment of mathematics curricula. Grounded in the understanding that curriculum is a living and socially mediated set of materials that both reflect and shape what counts as mathematics and who is positioned to learn it, the Reprint highlights diverse international perspectives and methodological approaches. The works included illustrate how curriculum is continually shaped by historical traditions, design choices, policy contexts, and the interactions of teachers, learners, and institutions. The Reprint features contributions from researchers in Croatia, England, South Africa, and the United States, offering a wide range of insights across educational systems and curricular traditions. Together, the papers illuminate three central themes: curriculum content and design, curriculum policy and implementation, and the cultural and equity dimensions of curriculum. The studies examine topics such as the structuring of mathematical ideas within textbooks, longitudinal patterns in curriculum reform, teacher engagement with evolving curricular tools, and the ways in which materials can promote or hinder equitable participation in mathematics learning. Overall, this Reprint highlights curriculum as a dynamic and evolving practice rather than a static product, inviting continued dialogue about how mathematics curricula can be made more coherent, responsive, and inclusive across global contexts.

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