

Contextualizing the notion of belief enactment

Over more than 20 years belief research in mathematics education has been based on the premise that teachers' beliefs may serve as an explanatory principle for classroom practice. This is a highly individual perspective on belief-practice relationships, one that does not seem to have been influenced by the increasingly social emphases in other fields of mathematics education research. One question is if and how to use notions of context and practice to develop a locally social approach to understanding belief-practice relationships. Another is if and how such an approach – if appropriate – may challenge some of the high hopes for the contributions of belief research to practice.