

## **Lessons learned from pre-service teachers' narratives of math failure**

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This presentation will discuss the findings of the ‘Narrated Failures’ project (Academy of Finland, project ID 307672), where pre-service teachers’ narratives of math failure were analysed. Several studies were conducted in which both pre-service elementary school and pre-service mathematics teachers were instructed to write an essay on the topic of ‘math failure and identity’. They were asked to recall their autobiographical experiences of past failure, to define math failure, and reflect on how their failure experiences have shaped them as students, and as future teachers. The narrative analysis of individual cases, as well as cross-case comparison were performed in attempt to deepen understanding of what math failure is from the perspective of the two mentioned cohorts of future teachers of mathematics and how failure shapes their identity development as teachers. In this presentation, the findings of four distinct yet entwined investigations are discussed to shed light on how narratives of math failure can inform teacher education pedagogies. The need to understand math failure as an autobiographical experience is highlighted to better prepare both generalist and specialist future teachers for the variety of ways failure will manifest in their classrooms.

Keywords: math failure, identity, narrative, pre-service teachers, teacher education