

Editorial

This issue contains one research article and a call for papers for an upcoming thematic issue. Together, they point to two important strands in mathematics education research: the role of prospective teachers' beliefs and experiences in shaping future teaching, and the need for further research on mathematics in vocational education. Both contributions invite reflection on how mathematics is understood, used, taught and learned in relation to personal histories, educational pathways, and professional contexts.

In the issue's research article, Kim, Lehtonen, Perkkilä and Joutsenlahti examine mathematical beliefs among Finnish pre-service primary school teachers in two different teacher education pathways: a conventional teacher education programme and a career-changer programme. Using an essay-format survey and metaphor analysis, the study explores participants' beliefs about mathematics, their memories of previous mathematics teachers' teaching methods, and their beliefs about themselves as mathematics learners. Journey metaphors were the most common, portraying mathematics as a process involving effort, challenge and growth. The study also shows that career-changers more often emphasized the necessity of mathematics, connecting it to work, everyday life and broader life experiences. By combining metaphor analysis with belief profiles, the authors provide nuanced insights into how pre-service teachers' prior learning histories shape their emerging professional beliefs. The findings highlight the value of reflective and metaphor-based activities in teacher education, particularly as tools for making tacit beliefs visible and supporting more responsive approaches to mathematics teaching.

This issue also includes a call for papers for a thematic issue of NOMAD in 2028, titled *When disciplines meet: Mathematics in vocational education*. The call highlights the importance of further research on the roles of mathematics in vocational education, where mathematics may be taught as a separate subject, integrated with vocational subjects, or embedded in workplace practices and competences. Since workplace mathematics is often hidden in routines and procedures, the call invites studies that can make such mathematics visible and contribute to better understanding of how mathematical and vocational knowledge areas meet. Contributions are welcomed on mathematical content, stakeholder perspectives,

pedagogical aspects, and theoretical and methodological developments. The thematic issue thus opens an important space for research on how mathematics can be connected to vocational learning, workplace practices and students' future participation as citizens and workers, both in Nordic and international contexts.

The Editors