Affective factors are strictly intertwined and have a strong influence on teachers’ professional practices. Literature underlines that primary teachers often have a negative attitude towards mathematics. For these reasons it is fundamental that professional development programs in primary mathematics teaching consider affective issues. In this study we analyze – describing the case study of Teresa, an experienced primary teacher with negative attitude towards mathematics – the effect of a Portuguese in-service program in mathematics and its teaching for primary teachers that includes, among its goals, the development of a positive attitude towards mathematics and its teaching.

Keywords: attitudes towards mathematics, primary teachers’ education, beliefs, emotions, teachers’ professional development.