This is the first issue of *Mathematics Teaching incorporating Micromath* and there are several goodbyes and welcomes.

Micromath celebrated its 21st birthday with the publication *Integrating ICT into the Mathematics Classroom*, put together by the outgoing editors Julie-Ann Edwards and David Wright. The book was accompanied by a CD ROM and the DfES paid for a copy of the CD to go into every secondary school. Now the vision of the founders of *Micromath* comes to fruition as ICT is incorporated into *Mathematics Teaching*. It is interesting that the message of the cover of this issue reflects how much technology has moved on in the 21 years since *Micromath* started, in the era of BBC computers. It is also worth considering how much or how little the mathematics curriculum has changed over the same time.

It is the role of each member of ATM who sees potential in the use of ICT to continue the tradition of *Micromath* in its incorporated form. This issue makes an excellent start with an article by Sidney Tyrrell about a standing start with "an obvious plus in using *GeoGebra*. As one of the PGCE students says, "an obvious plus in using *GeoGebra* is that it is free to schools and pupils". Ian Jones’ article ‘The equals sign and me’ is an example of an article in which ICT could be considered integrated and the focus is on the equals sign. Robin Ward slips a calculator into her article ‘One if by land, three if by sea’, an inspiring account of young children working cooperatively using apparatus. In ‘How heavy are ‘mushrooms?’, Tony Cotton offers four questions to help evaluate the role of ICT software in learning. I was delighted to see that the editors have retained *Webwatch* from *Micromath*. Brian Dye did an excellent job of keeping us up to date with developments on the web and now the task is to be shared around.

The guiding principles of ATM on the cover remind us that we share the desire to enable power in others, to examine what we do critically and to cooperate with pupils and colleagues. This vision of Caleb Gattegno was shared by Bill Brookes and others in the early days of ATM and shared more widely through writings. Bill Brookes died in November 2005, so his article ‘On Being Told’ is a parting gift of insight into the beginning of *Mathematics Teaching*. Gill Hatch was an inveterate sharer of ideas, resources and enthusiasm; she was writing and sharing until the day she died, prematurely, also in November 2005. Younger members may not have met Gill and ATM would like to celebrate what she did, so there will be more about the publications she worked on in a subsequent issue of *Mathematics Teaching*.

We say goodbye and thank you to Paul Andrews as Chair of ATM, so I was delighted to read the article about his work, in which Gill was also involved. Paul describes how in other countries “classrooms seemed focussed on the development of learner autonomy”. Taro Fujita and Yoshiko Miura continue the international tradition of *Mathematics Teaching* with pupils’ responses to number pyramids. ‘The star-box’ describes a project in 3D modelling that encourages pupils to work collaboratively. Often in KS1, pupils do fascinating projects and maths is left out, so I was delighted to read Marjorie Gorman’s article about pupils experiencing mathematics within their study of the Chinese New Year. Last but not least, there is an article about variation from Anne Watson and John Mason. The power is in the simplicity of the idea: learners need to experience variation in examples in order fully to understand mathematical structure. In Hod-Lines, Frances Edmunds writes from school about “the possibility of transformation” being what she loves about teaching. The overriding theme here is empowering children.

Barbara Ball retires from the post of Professional Officer of ATM. Barbara was the first in this post and her lifelong commitment to ATM shone through as she carved the role and led our CPD activity. She is followed by David Cowley who introduces himself on page 36 with ‘Hoodies and Rectangles’. ATM news gives advanced notice of the development of a members-only part to the website so that colleagues can work together and share resources and ideas online.

We say goodbye and thank you to the editors of *Mathematics Teaching and Micromath* and welcome the new editing team. The new journal *Mathematics Teaching incorporating Micromath* is bi-monthly and putting together six issues per year represents a heroic effort on behalf of ATM. In November, Lord Adonis asked, “how can the government encourage other teachers to join the professional subject associations?” This issue of *Mathematics Teaching incorporating Micromath* is representative of the community spirit we offer. Now I am going to work on those puzzles.

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