In this issue we have two conference articles. First, Doug Williams’ opening plenary entitled *Mathematics Education is not an Enigma*. This was a long and interesting session, so we will feature it in two parts, with part 2 published in MT231. The other piece is the mid-conference plenary by Barbara Ball, Kath Cross and George Knights, entitled *Cockcroft 30 Years On*.

As the July issue was a Geometry Special it is perhaps unsurprising that we have several articles with a Number and Algebra theme. Daniele Vasile worked from her students’ starting point for *Algebra Student-generated equations*, and then asked them to come up with a difficult equation – surprising things happen when students are invited to be inventive and creative. In MT229, *What is the risk of major surgery?* Geoff Faux wrote a quick response to the new draft National Curriculum for Mathematics, taking a broad overview. Ian Thompson writes a response where he considers the detail of what *The Draft National Curriculum for Primary Mathematics* might mean in terms of pedagogy. What are the positives, and what are the more negative aspects of the documentation. What might be your view, as a classroom teacher who will have to work with the proposals? What impact might the detail in the document have in your classroom, what might it mean for your learners?

Anne Watson takes an analytical look at division, and why it can pose problems for teachers in *Division - the sleeping dragon*. Mark Mitchell presents a view on *BODMAS in BODMAS R.I.P.?... Long live BODMUP* and suggests we should change the well used acronym!

There is a problem from Dietmar Kuchemann in *Maths Medicine – 2*. The solution can be found on-line. Helen Williams, a former editor of the journal, is conducting a research project and shares some of her findings thus far in: *To what extent might role play be a useful tool for learning mathematics*? - our feature article.

You will find two more classroom based articles. The first, from Cosette Crisan, entitled *What is the square root of sixteen?... Is this the question?* The second is written by Amanda Rusholme, and is entitled *Does project work suit all pupils?* This considers a new way to develop project work in the classroom. Readers might recognize echoes of the article, in MT228, by Alf Coles and Gemma Banfield entitled *Creativity and mathematics: using learning journals*.

Margaret Jones
The attached document has been downloaded or otherwise acquired from the website of the Association of Teachers of Mathematics (ATM) at www.atm.org.uk

Legitimate uses of this document include printing of one copy for personal use, reasonable duplication for academic and educational purposes. It may not be used for any other purpose in any way that may be deleterious to the work, aims, principles or ends of ATM.

Neither the original electronic or digital version nor this paper version, no matter by whom or in what form it is produced, may be re-published, transmitted electronically or digitally, projected or otherwise used outside the above standard copyright permissions. The electronic or digital version may not be uploaded to a website or other server. In addition to the evident watermark the files are digitally watermarked such that they can be found on the Internet wherever they may be posted.

Any copies of this document MUST be accompanied by a copy of this page in its entirety.

If you want to reproduce this document beyond the restricted permissions here, then application MUST be made for EXPRESS permission to copyright@atm.org.uk

The work that went into the research, production and preparation of this document has to be supported somehow.

ATM receives its financing from only two principle sources: membership subscriptions and sales of books, software and other resources.

Membership of the ATM will help you through

• Six issues per year of a professional journal, which focus on the learning and teaching of maths. Ideas for the classroom, personal experiences and shared thoughts about developing learners’ understanding.
• Professional development courses tailored to your needs. Agree the content with us and we do the rest.
• Easter conference, which brings together teachers interested in learning and teaching mathematics, with excellent speakers and workshops and seminars led by experienced facilitators.
• Regular e-newsletters keeping you up to date with developments in the learning and teaching of mathematics.
• Generous discounts on a wide range of publications and software.
• A network of mathematics educators around the United Kingdom to share good practice or ask advice.
• Active campaigning. The ATM campaigns at all levels towards: encouraging increased understanding and enjoyment of mathematics; encouraging increased understanding of how people learn mathematics; encouraging the sharing and evaluation of teaching and learning strategies and practices; promoting the exploration of new ideas and possibilities and initiating and contributing to discussion of and developments in mathematics education at all levels.
• Representation on national bodies helping to formulate policy in mathematics education.
• Software demonstrations by arrangement.

Personal members get the following additional benefits:

• Access to a members only part of the popular ATM website giving you access to sample materials and up to date information.
• Advice on resources, curriculum development and current research relating to mathematics education.
• Optional membership of a working group being inspired by working with other colleagues on a specific project.
• Special rates at the annual conference
• Information about current legislation relating to your job.
• Tax deductible personal subscription, making it even better value

Additional benefits

The ATM is constantly looking to improve the benefits for members. Please visit www.atm.org.uk regularly for new details.

LINK: www.atm.org.uk/join/index.html