

Editorial

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This issue marks the beginning of my 5-year term of office as editor-in-chief of *Educational Studies in Mathematics*. My deepest gratitude goes to my predecessor, Norma Presmeg, for her wise advice and her willingness to include me in the journal's decision-making processes over the past 12 months. Her collegial approach has been vital in ensuring a smooth hand over of the editorship.

Educational Studies in Mathematics is a well-established journal that continues to attract a high number of new submissions from the international mathematics education community. In 2012, 260 manuscripts were submitted to the editorial manager and it is likely that a similar number will have been submitted in 2013. The journal's international reach is evident in the authors' countries of origin: 55 countries were represented in the manuscripts submitted in 2013. Its 2012 impact factor of 0.765 in the Thomson Reuters Journal Citation Reports is another measure of the journal's high standing.

Many people work hard to contribute to the journal's continuing success. These include, of course, the authors who submit manuscripts, but also the associate editors, editorial board members, and reviewers who contribute their time and expertise in providing authors with detailed and constructive feedback. I am constantly impressed by the extraordinarily high quality of reviews that cross my desk, and I want to assure all reviewers that their scholarly work is very much appreciated. I am also grateful to associate editors Paolo Boero, Elizabeth de Freitas, Angel Gutierrez, and Luis Radford for their commitment to maintaining the highest standards of quality for the journal. This work is unceasing, and their dedication highly valued. I am also delighted that Gail FitzSimons has decided to continue in her role as book review editor, and I am sure she will take up this work again with her characteristic thoroughness and energy.

In reflecting on the challenges that lie ahead of me in this role, I am conscious of the journal's history but I also direct my gaze towards its future. Thus, I am guided by the statement of aims and scope, adopted in 1986, which appears on the *Educational Studies in Mathematics* website and on the second page of each journal issue:

"*Educational Studies in Mathematics* presents new ideas and developments of major importance to those working in the field of mathematical education. It seeks to reflect both the variety of research concerns within this field and the range of methods used to study them. It deals with didactical, methodological and pedagogical subjects, rather than with specific

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programs for teaching mathematics. The emphasis is on high-level articles which are of more than local or national interest.”

This statement captures the journal’s distinctive features. First, in presenting *new ideas and developments*, the journal is committed to shaping the field of mathematics education in innovative ways. Second, in reflecting a *variety of research concerns and methods*, it welcomes diverse approaches and does not privilege any particular theories or methodologies. Third, in emphasising *high-level articles which are of more than local or national interest*, its focus is on quality research that speaks to an international audience. To these features, I would add a fourth that is perhaps less obvious: *Educational Studies in Mathematics*, through its editors and reviewers, seeks to *mentor* both new and established authors towards producing work that is original and significant. I hope that these features of the journal will continue to inspire readers and contributors to advance our field of mathematics education.