This issue appears during a time where it sometimes feels like it is ‘business as usual’, however around the world, we continue to experience the effects of the Covid-19 pandemic. As editors of this journal, we are very aware of the challenges and difficulties this brings to world of mathematics education as well. Teaching in schools has been a challenge, but also academic work has been impacted. This is why we really see our endeavours as something we do *with* the great community of mathematics education researchers and practitioners. Only with understanding and appreciation of our collective efforts to maintain the high quality of the journal can we serve the mathematics education research community best. As editorial team we are happy to contribute to this.

With this in mind, we would like to continue to develop the constructive dialogue and debate about the important themes that are covered by the accepted articles. This is why we and the editorial board have tried to encourage commentaries on articles. The idea of article commentaries arose from a suggestion at an Editorial Board meeting; the idea being that reviewers often put a lot of time and effort into reviews and could, on occasion, be invited to develop their thoughts into a published commentary. By publishing this together with the original research article, we hope that we do not just publish good research, but also critical questions, thus stimulating debate. As editors, we view the nurturing of academic debate and dialogue as a key part of our role and also what helps our discipline make progress. This particular issue contains an article by Mostert and Roberts (2022) and an associated commentary by Staats and Halpert (2022). We would be delighted to hear reactions from readers about this new feature. The article by Mostert and Roberts is also notable for a different and difficult reason.

On 11 October 2020, Ingrid Mostert was involved in a car accident in South Africa. The crash resulted in serious head injury. Through timely medical help and the support of her family and friends she survived this period and is now out of rehabilitation and slowly recovering. While these tragic events were unfolding, Ingrid’s PhD thesis (from which the article is based) won the best thesis award from the South African Educational Research Association (SAERA), confirming her promise as one of the bright stars of South African mathematics education. In addition, for her paper Mostert (2019) ‘Number names: Do they Count?’, Ingrid received the 2019 ‘Emerging Researcher Award’ by the Southern African Association of Mathematics, Science and Technology Education (SAARMSTE). Her work for the thesis took place in the rural Eastern Cape province, in areas with few resources, where alongside her research she engaged in development work on school numeracy clubs and supporting numerous isiXhosa teachers and schools. We are confident we speak on behalf of the whole BSRLM community in sending to Ingrid and her family our hopes and prayers for her continued recovery. We encourage all of you to read her work. And thank you to her supervisor, co-author and friend Nicky Roberts for keeping us updated about Ingrid’s progress.

References

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