



THE MATHEMATICAL
ASSOCIATION OF VICTORIA

PRIME NUMBER

THE PRIMARY JOURNAL OF
THE MATHEMATICAL ASSOCIATION OF VICTORIA

AUTHOR SUBMISSION GUIDELINES

FROM THE EDITOR

I'm Dr Aylie Davidson and I'm honoured to be the editor of *Prime Number*. Like you, I'm deeply committed to fostering a love and understanding of mathematics in our young learners.

My journey in mathematics education has spanned nearly 20 years. From being a classroom teacher, numeracy leader, working at Department of Education, and more recently as a university lecturer and researcher, these experiences have provided valuable insights across the system into the challenges and achievements of mathematics education today.

As editor, my goal is to provide practical, research-informed resources that empower primary teachers to create engaging and effective mathematics learning experiences. I envisage *Prime Number* as a platform to share innovative classroom strategies, explore current research, and celebrate the remarkable work happening in classrooms every day. I encourage you to connect with us at MAV by sharing your own stories of practice, insights, and reflections. Together, we can build a stronger community of Victorian primary mathematics educators. You can reach me at primenumber@mav.vic.edu.au.



PURPOSE OF PRIME NUMBER

Many different types of authors contribute to *Prime Number*, including classroom teachers, numeracy leaders, primary mathematics learning specialists, maths consultants, teacher educators and educational researchers. However, the content is presented and written in a style that is intended to be highly accessible to practicing classroom teachers, who are the central audience for the journal. Ideally, we hope that teachers can pick up an edition of *Prime Number*, read an article and either:



LEARN

Learn about, or rediscover, an engaging and/or mathematically powerful game, activity or task.

'Great! I can do that with my students.'



REFLECT

Reflect on their own practice.

'That makes me wonder about how I'm approaching X...'



ENGAGE

Critically engage with academic research.

'So that's what their study found... part of that rings true from my experience, but I wonder if they considered A, B, and C.'

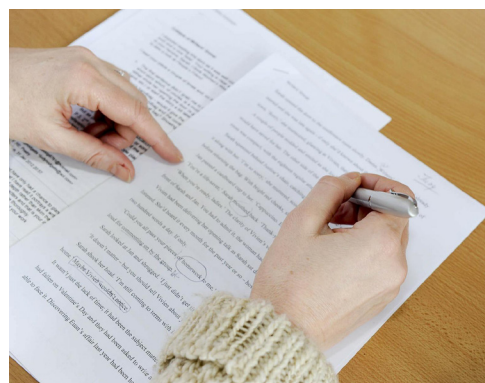
MAV aims to have a range of articles in each edition that span early years and primary education, although the primary years are the central focus.

STEPS TO SUBMISSION



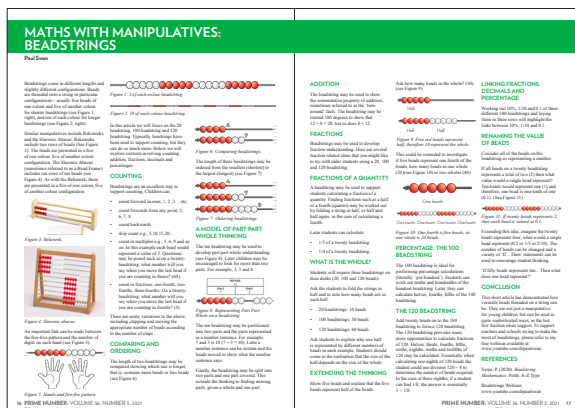
STEP 1: WRITE A DRAFT

Prime Number articles should be between 500-2500 words in length. Authors are encouraged to include photos/diagrams to support their article. Articles can be emailed as a Word document to Aylie (Editor at primenumber@mav.vic.edu.au). **Photos must be emailed as separate high quality JPEG files.** Authors are encouraged to use research to support their article (approx. 2-5 references).



STEP 2: WAIT FOR FEEDBACK

Prime Number is not a peer reviewed journal, it is developed on the basis of teachers providing articles that support other teachers in their practice. Aylie will read your submission and inform you if the content would be of interest to our readers. Aylie will also provide feedback and suggest ways you could improve the article. Authors are to return a signed copy of MAV's contributor agreement to the editor (an electronic version is fine).



STEP 3: PRODUCTION

Once the article has been edited, it goes into production. The editor works with the designer to make sure that each issue of the journal contains a good mix of articles. The editor determines which articles will be published within an edition. This means that you may have to wait one or two editions for your article to appear. Aylie will keep you updated on this process and an estimated publication date.



STEP 4: PUBLICATION

Prime Number publishes four issues per calendar year. The issues are delivered to schools in the first week of each term. Articles need to be finalised by Week 4 of the previous term to be considered for an upcoming issue.

ARTICLES

Articles vary considerably in length, from 200 to 2500 words. Shorter articles (less than 500 words) tend to be quick 'grab and go' games, activities or investigations.

Longer articles (> 1000 words) might consist of:

> LESSON DESCRIPTION

A detailed description of an activity, investigation or game, and how it unfolded in the classroom, including reviews of student worksamples.

> DISCUSSION

A discussion of important mathematical concepts and ideas; or student mathematical misconceptions.

> COMMENTARY

A commentary on a recent trend or idea relevant to mathematics education or other hot topics in education or society at large that might impact on mathematics education.

> RESEARCH INTO PRACTICE

Academics: A summary of a recent research project (or field) in a particular area of primary maths education.

Teachers: Presenting your reactions to research that you've read, reflecting on your practice in the light of recent research findings, or even presenting findings from your own action-research project.

> PEDAGOGICAL APPROACHES

Exploring or presenting your own mathematics pedagogy, how your school approaches mathematics teaching and learning, or evaluating the pedagogical approach promoted by others.

> BOOK/RESOURCE REVIEW

Such reviews might be written by teachers, academics, or teacher-educators. The best teacher reviews discuss issues such as: what prompted them to use the book in class, what they liked about the book, how the book was used as a catalyst for a class activity.

IMAGE GUIDELINES

Articles that are supported by images are preferable. *Prime Number* prefers real-life photography rather than illustrations or cartoon type images. Smartphones take fairly good pictures. When taking images, remember the following tips:

> FRAMING

Frame the images horizontally (landscape rather than portrait).

The best pictures show students. For example, if you've written an article on the maths of a vegetable garden, the ideal image would be of students working on the investigation or building a vegetable garden.

Consider the background. Try to avoid mess (ie coffee cups, lunchboxes, rubbish etc) which might distract readers.

> CLARITY

Try to be still when taking the picture (to avoid blurry images).

> IMAGE QUALITY

When emailing images, do not compress them. Send them true to their actual size. Images should **not** be embedded into a Word document. They should be supplied as separate high resolution JPEG files and be of good quality (at least 300 dpi).

> PERMISSION

If an image identifies student/s (or if student names are mentioned in the article), MAV will assume that the author of the article has obtained any necessary model release/permissions from the parents of the students. MAV will only use the image in conjunction with the article.

FINAL TIPS FOR AUTHORS

Whether you are a seasoned researcher or you have never written an article before, *Prime Number* is a great journal to write for!

Submissions from teachers, early childhood educators, academics, and other experts are encouraged. Writing for *Prime Number* is terrific professional development. It helps to extend your networks and gets your thoughts and ideas out into the mathematics education world.

The audience for *Prime Number* is broad, the journal reaches over 700 primary school teachers and numeracy leaders across Victoria and beyond. Here are a few tips to assist you in writing your article:

- ✓ Submit your article as a Word document.
- ✓ Email images separately as high quality JPEG files.
- ✓ Keep your writing clear and simple.
- ✓ Keep articles between 200 and 2500 words.
- ✓ Explain all terminology in your article.
- ✓ Include 2-5 references (APA referencing style).
- ✓ Provide examples to support your arguments.
- ✓ Ensure you have permission for included images.
- ✓ Make sure your work is original.
- ✓ Use examples from the classroom to support your writing. It is ok to write in first person. i.e., I taught this lesson...
- ✓ Include photos/diagrams to help explain your ideas (for example, student samples).
- ✓ Complete the author contributor agreement and return it to the editor (electronic copy is fine)

REFLECTIONS FROM PAST AUTHORS

Stacey Lamb, Numeracy Leader and Year 5/6 teacher, StBernard's, Wangaratta.

I wanted to share what I have been learning about or what I have seen to benefit student learning in maths. What good is having knowledge if we don't share it?? I found the process very rewarding and easy!

Justine Shelley, St. Mary's Primary School, Hampton

Having an article published in *Prime Number* has been a terrific experience. By taking the time to sit down and write about my practices as a teacher, the process helped me articulate my thoughts and reflect on how my pedagogy has evolved.

Hannah Marino, Maths Leader, St John Bosco's, Niddrie

It was rather exciting to see an article I had written published. I initially thought writing the article would take a long time, however once I started I found it relatively easy to write and the communication between (the editor) and I was great. I am passionate about mathematics and wanted to share with others about the new structure we have introduced this year in Foundation.