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Abstract: In this article I remember Simon Goodchild, my colleague and friend.

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It is a curious fact of academic life that feel we get to know people in our field before we meet them in person (if we ever do). Before the age of Zoom or even email, reading the academic publications of well-known researchers gave me some sense of "who they are". This feeling can now be more authentically validated when we have opportunities to talk to colleagues on-screen, perhaps without ever meeting them face-to-face. But I suspect that my introduction to Simon Goodchild was by way of reading some of his many publications in mathematics education, and especially in the field of mathematics teacher education.

I'm fairly sure that our first real meeting of minds occurred more than ten years ago, when I was the handling editor for a manuscript about a Norwegian mathematics teacher development project that Simon, Anne Berit Fuglestad, and Barbara Jaworski submitted to *Educational Studies in Mathematics* (Goodchild, Fuglestad, & Jaworski, 2013). This was an enjoyable experience for me, not only because it was a beautifully written paper that spoke to many of my own theoretical and professional interests, but also because the authors showed courage in writing about the tensions between their practices as didacticians and the practices of the teachers with whom they worked. These tensions and uncertainties, however, were recognised as learning opportunities for all participants – an idea that resonated with my own tentative struggles, at the time, to understand the complexities of mathematics teacher learning and development (Goos, 2013).

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Later I discovered that Simon's immense experience as a mathematics education researcher and teacher educator made him a sought-after doctoral supervisor, and it was within this space that we forged a close and enduring relationship. There are several notable facets of this experience that demonstrate the qualities of generosity and humility, combined with academic rigour, that made Simon a much-loved colleague and mentor. The first of these was his eagerness to offer his PhD students enriching international experiences through academic visits to universities outside Norway. For example, in early 2015 I was excited and pleased to receive an email from Simon asking if I could host a two-month visit from one of his PhD students, Mona Røsseland. Mona was exploring mathematics teacher professional development from the perspective of Valsiner's zone theory, so Simon generously pointed her in my direction. Then in 2018, after I had moved from The University of Queensland, Australia to the University of Limerick, Ireland, Simon contacted me again to ask for suggestions on where in the world he might be able to organise an academic visit for another of his PhD students, Oda Heidi Bolstad. Because Oda was researching mathematics teachers' efforts to embed numeracy across the secondary school curriculum – another of my own research interests – I gladly offered to host her in Limerick. There, working with my Irish colleagues, we spent several productive months building our understanding of how numeracy is represented in the school curriculum in our respective countries, and how teachers can be supported to recognise the numeracy demands and opportunities of the subjects they teach.

The second way in which I benefited from Simon's experience in doctoral education came about when I was invited to examine the PhD thesis written by Svanhild Breive. As Chair of this PhD Evaluation Committee, Simon kindly and with great insight explained to me the nuances of the public defence (the "disputation") of a Norwegian PhD thesis – which he knew was very different from my experience with thesis examination in Australia and other countries. Simon believed that the role of a thesis examiner conducting the disputation is to orchestrate a stimulating discussion with questions that enable the doctoral candidate "to shine". I can think of no better way to sum up Simon's philosophy of academic mentorship.

There are many other examples I could give of Simon's commitment to help others shine. Right up to the end of his life, he continued to connect his doctoral students and graduates with his international networks in mutually beneficial and enriching ways. There is a sense of "unfinished

business" in his sudden passing, but also of strength and continuity as his colleagues, students, and graduates work towards finishing the theses he supervised and the publications on which he collaborated. His influence is evident not only in his academic outputs but – more importantly, I think – in the people whose lives he touched and whose own academic careers are the better for having known and worked with him. Simon Goodchild left us too soon, but in enabling others to grow and prosper he has ensured that his own light will continue to shine.

References

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