John Mason has been teaching mathematics ever since he was asked to tutor a fellow student when he was fifteen. In college he was at first unofficial tutor, then later an official tutor for mathematics students in the years behind him, while tutoring school students as well. After a BSc at Trinity College, Toronto in Mathematics, and an MSc at Massey College, Toronto, he went to Madison Wisconsin where he encountered Polya's film 'Let Us Teach Guessing', and completed a PhD in Combinatorial Geometry. The film released a style of teaching he had experienced at high school from his mathematics teacher Geoff Steel, and his teaching changed overnight.

His first appointment was at the Open University, which involved among other things the design and implementation of the first mathematics summer school (5000 students over 11 weeks on three sites in parallel). He called upon his experience of being taught to institute active-problem-solving sessions, which later became investigations. He also developed project-work for students in their second year of pure mathematics. In 1982 he wrote *Thinking Mathematically* with Leone Burton and Kaye Stacey, which has turned into a classic (translated into four languages; now in an extended new edition), and is still in use in many countries around the world with advanced high school students, with graduates becoming school teachers, and with undergraduates in courses in which students are invited to think about the nature of doing and learning mathematics. *Learning and Doing Mathematics* was originally written for Open University students, then modified for students entering university generally.

At the Open University he led the Centre for Mathematics Education in various capacities for fifteen years, which produced the influential *Routes-to Roots-of Algebra*, and numerous collections of materials for teachers at every level. His principal focus is thinking about mathematical problems, and supporting others who wish to foster and sustain their own thinking and the thinking of others. Other interests include the study of how authors have expressed to students their awareness of generality, especially in textbooks on the boundary between arithmetic and algebra, and ways of working on and with mental imagery in teaching mathematics. *Mathematics Teaching Practice: a guide for university and college lecturers* is a distillation of over one hundred tactics for informing the teaching of mathematics. *Fundamental Constructs in Mathematics Education* is a collection of extracts from research literature, intended for masters students seeking entry into the complex world of mathematics education research. *Designing and Using Mathematical Tasks* brings together the various frameworks used in mathematics education courses at the Open University over 25 years. In *Practitioner Research Using The Discipline of Noticing* he has articulated a way of working developed at the Centre which provides methods and an epistemologically well founded basis for practitioners to develop their own practice, and to turn that into research.

Having been retired in 2009, John is professor emeritus at the Open University and Senior Research Fellow at the Dept. of Education at the University of Oxford. He continues to work with people who want to foster and sustain mathematical thinking in themselves and in others.

Brief Version

Fifty years ago, growing up in Canada, John was asked to tutor a fellow student in mathematics, and he has taught someone some mathematics every year since then. Inspired by George Pólya, Caleb Gattegno, J. G. Bennett and Dick Tahta, his central interest and concern is how to support people in learning mathematics, and how to support those who wish to support others in developing their mathematical thinking. Founder member and sometime leader/director of the Open University Centre for Mathematics Education, John has written dozens of books, pamphlets and OU teaching materials in support of the teaching of mathematics, and conducted workshops all over the world. Recently retired from the Open University, he continues to work on mathematics himself so as to be sensitive to the struggles of others in learning and teaching mathematics. He is concerned that while talking to oneself by talking to others can be helpful, periods of individual thinking are essential in order to develop as a mathematics learner or teacher.