

EDITORIAL

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In this, the 2014 general issue of *Teachers and Curriculum*, we are pleased to incorporate a wide range of contributions that demonstrate the breadth and complexity of teaching and curriculum work in education settings. The editorial board of this journal continues to be committed to working with contributors to present research, debates, and accounts of practice that are accessible to practitioners and have the potential to inform practice. We acknowledge that practitioners do not always feel that they have the requisite knowledge or ability to make a 'legitimate' contribution to our growing understandings of curriculum, pedagogy, assessment or policy. In many ways this could be viewed as a learned behaviour, in response to our own educational experiences that position 'academic' knowledge as held by 'experts', while positioning practitioner ways of knowing as of lesser consequence. *Teachers and Curriculum* is committed to addressing these binary ways of this thinking by providing a forum for both practitioner and academic contributions.

It is with this in mind that this edition sees the introduction of new category of contribution. The *Innovative practice* section provides insights into the lived reality of practice as teachers and school leaders share their stories of sense making and negotiation of curriculum and pedagogy to design curriculum that meets the needs of learners in their community. It is important to remember that "inquiry is an integral, not separate, part of practice, and that learning from practice is an essential task of practitioners" (Cochran-Smith & Donnell, 2006, p. 509). The *New Zealand Curriculum* (Ministry of Education, 2007), in setting direction for the future reminds that, "students learn best when teachers inquire into the teaching-learning relationship" (p. 34). Practitioners have a central role to ensure that their voice is not absent from knowledge building, curriculum developments and understanding practice. They are uniquely positioned to provide contextualised and nuanced knowledge building accounts of theories in practice and the development of theories about practice. We encourage all readers to consider their stories of practice so they can contribute to help us all learn from practice.

The *research informed* articles, which sit alongside, are designed to inform practitioners and academics of research across a range of education settings, both in Aotearoa and internationally. Theoretically grounded in literature these contributions provide insights into investigations completed at various levels including postgraduate study and fulltime researchers. In this issue these articles present studies associated with curriculum integration in secondary schools, the changing genre of secondary physical education, technology teaching, and beliefs about learning mathematics.

Finally the *Think-pieces* seek to contribute to current debates in education. They provide a forum of opinion for professionals thinking aloud in raising consciousness about matters that impact on understanding and practices in education settings. Deliberately provocative they invite discussion, and we enthusiastically accept responses for future additions. In this issue we present a sharing of views about tertiary teaching, assessment as a literacy, and outsourcing Health & Physical Education (HPE).

We hope the articles presented stimulate you as a reader to think and respond. We look forward to your contribution. As an open-access online journal we encourage you to share articles and electronic links with colleagues in your endeavours to extend your inquiry and engage in debate with a wide range of likeminded professionals. The email addresses of all contributors are provided to enable you to contact these writers.

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