

EDITORIAL

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Innovation and change connect the papers in this 2008/2009 issue of *Waikato Journal of Education Te Hautaka Mātauranga o Waikato*. These concepts, along with related research and practices, are evidenced at the level of the individual researcher and extend to the large topics of school curriculum and teachers' professional learning. Innovation and change are not, of course, the prerogative of the present. Four authors have taken a long view and described historical developments in New Zealand classrooms that provide a context and platform for research and teaching and learning in education today. These authors explain a single individual's inspired thinking and a contribution that has traction in today's classrooms several decades thence.

The first and second papers in this issue focus on today's teaching and learning of language and music, respectively. Nicola Daly has written about the significance of prior language experience in the development of language teacher identity for four pre-service teachers of additional languages. She explains the pre-service teachers' conceptualisations of what it means to be a teacher of additional languages at the beginning and completion of an Additional Language Teacher Education paper. Next, Graham McPhail critiques standards for the assessment of learning in music classrooms within the context of the National Certificate of Educational Achievement, explaining and documenting what he describes as an absence of clarity in the articulation of specified standards. He argues for the provision of "quality support materials and the opportunity for on-going professional development in relation to standards-based assessment".

Next is a bracket of four papers that focus on Sylvia Ashton-Warner. Professor Sue Middleton, in the first of these, provides biographical information and introduces the three that follow. Together these papers celebrate in 2008 the one hundredth anniversary of Sylvia Ashton-Warner's birth by acknowledging what they explain as her extraordinary and insightful contribution to educational theory and classroom pedagogy, in particular to language acquisition, music and dance. Marilyn Barlow, Adrienne Sansom, and Trevor Thwaites focus on these topics respectively. In Middleton's words, "Ashton-Warner's methods are equally applicable in today's classrooms".

Ashton-Warner's first teaching experiences occurred in the 1930s in what was then called the Native School system. Brian Lewthwaite and Anaru Wood's paper returns readers to the present day. These authors examine the complexities of contemporary science curriculum delivery in Te Reo Māori and within an indigenous epistemology. They present and explain an evaluation instrument to assist kura (Māori schools) in the teaching of science.

The next four papers comprise the issue's special section on curriculum and curriculum change, at a time when schools in New Zealand are preparing to implement a new national curriculum. Special-section editor, Professor Clive

McGee, provides historical background and introduces the papers. As well as curriculum, topics include school leadership and professional development and learning.

The final paper focuses not on curriculum but on students. Peter Stanley's concern is with students who are at risk. He explains a "risk and resilience" framework to help teachers identify "protective" and "risk" factors on the trajectory of a young person's life. He argues for behavioural interventions and programmes in schools that have a firm basis in theory and research, and for the role of teachers in the prevention of problem development and the promotion of "the attainments and wellbeing of the young people for whom they have a duty of care".

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