



Title of Issue/section Teachers and Curriculum, Volume 18, Issue 1, 2018

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To cite this article: Mills, J., Earl Rinehart, K., & Swanson, C. (2018). Introduction to papers in this issue. *Teachers and Curriculum*, 18(1) 7-8.

To link to this article: <http://dx.doi.org/10.15663/tandc.v18i1.323>

To link to this volume <http://tandc.ac.nz/tandc/issue/view/43>

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INTRODUCTION TO PAPERS IN THIS ISSUE

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The overall theme for this issue is the sharing of good ideas and support to look at alternatives - look at what might be familiar in alternative ways, and from alternative perspectives. This issue has three sections offering our professional learning community opportunities to explore pedagogy from early childhood to tertiary, from New Zealand and international authors. One thread in this issue is mathematics education. Another is tertiary education, with articles from the perspectives of the teachers and learners. The four think pieces are designed to provoke and challenge your thinking while providing something useful.

In the *Primary and Secondary Section*, we have four articles based on research concerned with maths learning. Claire Coleman and Kelly Davies's paper typifies the conversations and learning that occurs between a preservice teacher and her research advisor, as they collaborate to design a small research project to support student learning in multiplication through dramatic framing. The paper describes the format of the unit and outlines the dramatic conventions used. It suggests that working through drama can enhance engagement, motivation and agency.

Pamela Perger, Robyn Trinnick, and Karen Major's paper titled *Adding to, not taking away* looks at holistic teaching and learning in the primary school classroom and why mathematics and music might be integrated. It encourages teachers to go beyond the obvious chanting and singing of songs, to consider such concepts as patterns and relationships, use of symbols and language. Integration provides students with the opportunity to make generalisations related to concepts in both subjects simultaneously. An idea worth trying.

Pamela Perger and Karen Major are also the authors of a second paper turning attention to children's books and learning maths, specifically learning to count. Through an awareness of the opportunities for counting practice within the reading of picture books, Perger and Major show how teachers and parents can help children to understand how counting works. A case of a good idea that is "simple when you know how", and another reason picture books are fabulous.

The last article in this section is *Implementing dialogic inquiry in Qatari mathematics and science classrooms* by Carol Murphy, Abdullah Abu-Tinoch, Nigel Calder and Nasser Mansour, reporting on part of a multi-country project and focusing on work carried out in Qatar. The teachers participated in a professional development programme in mathematics and science, that focused on the practice shift from a teacher-directed to student-centred pedagogy. They were introduced to the idea of dialogic inquiry-based learning in the classroom and the programme incorporated experiences associated with the use of technology in the classroom and in particular the use of WebQuests.

Our second section contains research articles from *Tertiary Education*. It is not usual for *Teachers and Curriculum* to address concerns of researchers and practitioners in the tertiary sector. Here, however, we present three articles that speak to tertiary issues potentially faced by other sectors. How international students negotiate learning expectations through 'peer brokering' is likely to be of interest across sectors (Lee). Those in the secondary sector will likely find the factors influencing 'best teaching' experiences interesting (Kung, Giles & Rogers) and there are tips for many of us inside stories of teaching and learning online (Clarke, Sydnor, Park and Haugen).

Sherrie Lee examines how first-year international students for whom English is an additional language can negotiate the demands of academic learning. She highlights how seeking the help of

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ISSN: 2382-0349

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more experienced peer can ‘broker’ a pathway for first-year students and provide resources to support the learner in an informal manner that enhances their agency. She proposes that providing opportunities for social interaction can provide opportunities for ‘brokering’ to occur.

Susie Kung, David Giles and Bev Rogers focus on the pre-service early childhood education sector and examine the perceptions of course teachers’ of their *best* teaching experiences, when working alongside student teachers. They use a phenomenological approach to this study and four themes emerged: the preparation of a place and space, the privileging of experiential pedagogies, the priority of story and the power of expression.

A look at the tertiary sector would not be complete without a piece about online learning.

Taking an approach they call a collective autoethnography, the four authors separately contribute their own point of view about their involvement in the instruction in Large-Scale Sport Sociology Courses. Caitlin Clarke, Synthia Sydnor, Doo Jae Park and Matthew Haugen work in the context of a large United States university and their piece identifies the kinds of considerations that are felt in the experiences of teachers (and students) and which can get overlooked in large institutions such as the modern university.

Our third section is titled, *‘Think pieces: One useful idea’*. Teachers and Curriculum journal editors and members of our editorial board encourage researchers and practitioners to write what we call ‘Think pieces’. These short reads are aimed at stimulating thought, conversation and the trying out of ideas.

In this issue, we have four think pieces which present for readers ‘one useful idea’ for consideration.

- Cath Gristy (Plymouth University, UK) with an idea for preparing young people for journeys to school on a bus;
- Judith Mills (University of Waikato, NZ) with help in understanding the difference between mathematics and numeracy;
- Judy Bailey (University of Waikato, NZ) with an idea of the opportunities for maths after National Standards; and
- Phillipa Cosgriff (University of Waikato, NZ) with help to use videoing for professional learning

This issue closes with a thank you to our reviewers for issues published in 2017 and information for proposing a Special Issue to *Teachers and Curriculum* Editorial Board.

As editors, we advocate for alternative views and exploration of innovative practices, and welcome respectful and informed discussion. *Teachers and Curriculum*, as a journal, is deliberately growing a more international audience. Articles are intended to be used by professional reading groups, in professional learning sessions, or as accessible reading for educators ‘after hours’. This journal is supportive of novice academic writers. We thank you for your continued interest as readers of *Teachers and Curriculum*, and for your contribution as authors.