

Editors

General Issue: Dawn Penney & Bronwen Cowie

Editorial Board

Marilyn Blakeney-Williams, Nigel Calder, Bronwen Cowie, Kerry Earl, Pip Hunter, Clive McGee, Dawn Penney, Merilyn Taylor, and Bill Ussher

Correspondence and articles for review should be sent electronically to Teachers and Curriculum Administrator, Wilf Malcolm Institute of Educational Research, Faculty of Education. Email: wmier@waikato.ac.nz

Contact details

Teachers and Curriculum Administrator
Wilf Malcolm Institute of Educational Research
Faculty of Education
Private Bag 3105
Hamilton 3240
New Zealand

Phone +64 7 858 5171

Fax +64 7 838 4712

Email: wmier@waikato.ac.nz

About the Journal

Teachers and Curriculum is an online peer-reviewed publication supported by Wilf Malcolm Institute of Educational Research (WMIER), Faculty of Education, The University of Waikato, Hamilton 3240, New Zealand. It is directed towards a professional audience and focuses on contemporary issues and research relating to curriculum pedagogy and assessment.

ISSN 1174-2208

Notes for Contributors

Teachers and Curriculum welcomes:

- research based papers with a maximum of 3,500 words, plus an abstract or professional summary of 150 words, and up to five keywords;
- opinion pieces with a maximum of 1500 words; and
- book or resource reviews with a maximum of 1000 words.

Focus

Teachers and Curriculum provides an avenue for the publication of papers that

- raise important issues to do with the curriculum, pedagogy and assessment;
- reports on research in the areas of curriculum, pedagogy and assessment;
- provides examples of informed curriculum, pedagogy and assessment; and
- review books and other resources that have a curriculum, pedagogy and assessment focus.

Submitting articles for publication

Please consult with colleagues prior to submission so that papers are well presented. Email articles to T&C Administrator, Wilf Malcolm Institute of Educational Research, wmier@waikato.ac.nz.

Length: Articles should not normally exceed 3,500 words (including references); shorter articles such as research reports, poetry, short stories or commentaries are welcome.

Layout and number of copies: Text should be double-lined spaced on one side of A4 paper with 20mm margins on all edges. Font = Times New Roman for all text and headings. All headings must be clearly defined. All tables, figures, diagrams or photos should be submitted separately. The article should clearly show where each is to appear within the text. All submissions must be submitted as word documents. Only the first page of the article should bear the title, the name(s) of the author(s) and the address to which reviews should be sent. In order to enable 'blind' refereeing, please do not include author(s) names on running heads.

Foot/End Notes: These should be avoided where possible; the journal preference is for footnotes rather than endnotes.

Referencing: References must be useful, targeted and appropriate. The Editorial preference is APA style; see *Publication Manual of the American Psychological Association* (Sixth Edition). Please check all citations in the article are included in your references list and in the correct style.

Covering letter: When submitting a manuscript to *Teachers and Curriculum*, authors must, for ethical and copyright reasons, include in a covering letter a statement confirming that a) the material has not been published elsewhere, and b) the manuscript is not currently under consideration with any other publisher. A fax and email contact should also be supplied.

Editorial: All contributions undergo rigorous peer review by at least two expert referees. The Editors reserve the right without consulting the author(s) to make alterations that do not result in substantive changes. The Editors' decisions about acceptance are final.

Copyright: Publication is conditional upon authors giving copyright to the Faculty of Education, The University of Waikato. Requests to copy all or substantial parts of an article must be made to the Editors.

Acknowledgement of Reviewers

The Editors would like to acknowledge the contribution of the reviewers.

TABLE OF CONTENTS

<i>Editorial</i>	
Bronwen Cowie and Dawn Penney	1
Special Section: Key Competency teaching and Learning	
<i>Teaching for present and future competency: A productive focus for professional learning</i>	
Rosemary Hipkins and Sue McDowall	2
<i>Untapped potential? Key Competency learning and physical education</i>	
Lorna Gillespie, Dawn Penney, and Clive Pope	11
<i>Learner agency: A dynamic element of the New Zealand Key Competencies</i>	
Jennifer Charteris	19
<i>Key Competencies and school guidance counselling: Learning alongside communities of support</i>	
Elmarie Kotzé and Kathie Crocket, Alison Burke, Judith Graham, and Colin Hughes	26
<i>Socio-emotional Key Competencies: Can they be measured and what do they relate to?</i>	
E. R. Peterson, S. F. Farruggia, R. J. Hamilton, G. T. L. Brown, and M. J. Elley-Brown	33
<i>Key Competencies in secondary schools: An examination of the factors associated with successful implementation</i>	
R. J. Hamilton, S. F. Farruggia, E. R. Peterson, and S. Carne	47
<i>Secondary school students' understanding of the socio-emotional nature of the New Zealand Key Competencies</i>	
Tessa Brudevold-Iversen, Elizabeth R. Peterson, and Claire Cartwright	56
<i>Thinkpiece: The Key Competencies: Do we value the same outcomes and how would we know?</i>	
Sonia Glogowski	64
<i>In need of research? Supporting secondary school teachers to foster the development of Key Competencies in incidental and unplanned moments</i>	
Judith Graham	66
General section	
<i>Introducing multiplication and division contexts in junior primary classes</i>	
Jenny Young-Loveridge, Brenda Bicknell, and Jo Lelieveld	68
<i>Mathematics in student-centred inquiry learning: Student engagement</i>	
Nigel Calder	75
<i>Re-envisioning the teaching of mathematics: One student teacher's experience learning to teach primary mathematics in a manner congruent with the New Zealand Curriculum.</i>	
Judy Bailey	83
<i>Competent students and caring teachers: Is a good pedagogy always the best pedagogy?</i>	
Maria Kecskemeti	91
<i>Teachers changing class levels: A platform for shaping pedagogies</i>	
Tracey Carlyon	97
<i>Thinkpiece: An idea to enhance the practice of self-assessment in classrooms</i>	
Kerry Earl	105
<i>Thinkpiece: Making space for mathematics learning to happen in group work: Is this really possible?</i>	
Carol Murphy	108

IN NEED OF RESEARCH? SUPPORTING SECONDARY SCHOOL TEACHERS TO FOSTER THE DEVELOPMENT OF KEY COMPETENCIES IN INCIDENTAL AND UNPLANNED MOMENTS

JUDITH GRAHAM

PhD student

The University of Waikato

Judith is the first recipient of a Wilf Malcolm Institute of Educational Research Doctoral Scholarship. In this commentary she sets out her aspirations for her research.

In 2011, along with Alison Burke, I was asked by Colin Hughes if I was interested in being part of a TLRI research project (with Dr Kathie Crocket and Dr Elmarie Kotze from the University of Waikato) looking at how the work of school guidance counsellors contributes to student learning (Kotze, Crocket, Hughes, Burke, & Graham, 2013). I admit I knew little about the new curriculum document and even less about Key Competencies, so it was with a mix of trepidation and excitement that I said yes. In the process of that research, the team has looked closely at counselling conversations and identified Key Competencies as they have emerged, both in use by students and in their purposeful development. Early this year we brought the results of the project so far to senior teachers and leaders in each of the three participating schools. In each school staff indicated a desire to understand more of the “how you do it”—that is engaging with Key Competencies in here and now practical and teachable moments. It is out of these comments that the impetus for this doctoral research project grew.

In the TLRI research we discovered that our initial understanding of Key Competencies was thinly described, and this may be a familiar experience for many secondary school teachers. Two pages in the New Zealand Curriculum document are not enough to draw out the richness of the Key Competencies when they are considered in the light of everyday school experience. So my hope is that by investigating them further, talking about them and playing with possibilities, teachers can be supported to grow their understanding of what the Key Competencies may look like in practice. And the practice I am talking about here is not in lesson planning or direct formal curriculum delivery, but rather in those day-to-day incidental moments that are the canvas on which the “hidden” learning that happens in schools occurs. While Key Competencies may be considered to be practised and learned informally in everyday situations in schools, from meeting the challenge of getting to school on time, to joining a soccer team, this study will investigate ways to assist teachers to **intentionally** strengthen competency development where previously they may have let these opportunities pass.

One of the things I have noticed working in a secondary school is the level of frustration many teachers experience when faced with the vagaries and intensities of adolescent development and behaviour. By placing the lens of Key Competency development over an interaction with a student, an alternative position may be offered to both teachers and learners, as problems and responses are framed in terms of ongoing development and learning rather than solely “behaviour management” issues. Where students are identified as negotiating moments of secondary school life successfully, noticing these moments and the capabilities the students are expressing will further grow and develop them. These ideas form the basis of my doctoral scholarship study through the Wilf Malcolm Institute of Educational Research, The University of Waikato.

The school in which my doctoral research will take place is strongly bicultural, with most students identifying as either Māori (55% with many coming to Year 9 from kura) or Pākehā. An important part of the study will be to include Māori understandings of Key Competencies alongside those set out in the New Zealand Curriculum, so that strategies that are developed may be culturally responsive and inclusive. The action research methodology will generate data through individual interviews and focus groups in a series of iterative cycles. Notions about Key Competencies, understandings of how these are produced, and examples of practice will be explored with teachers. Drawing on counselling methodologies that are based on social constructionist understandings, the group will be taught the practice and theory of externalising language, and consider its practical application in their day-to-day teaching life. They will then be asked to note examples of when they have intentionally used Key Competency language, or when it has been at the foreground of their

mind as a vehicle guiding their thinking and behaviour in their interactions with students, and the effect this has had. This will provide a rich source of material to tease out skilful ways of speaking and noticing students that may be further refined to provide a framework or guide for other teachers to use.

My hope is that in placing the focus of research on the often hidden and/or overlooked learning that occurs through daily interactions between students and teachers, the wider field of research on the construct of Key Competencies will be broadened to include all that happens in schools as sites of learning. In doing so, teachers will be further resourced to educate, to draw out from learners those capacities that enable them to live, learn and interact in the world in full and rich ways.

References

- Kotze, E., Crocket, K., Hughes, C., Burke, A., & Graham, J. (2013). Key competencies and school guidance counselling: Learning alongside communities of support. *Teachers and Curriculum*, 13, 26–32.