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Te Whare Wānanga o Waikato

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Editors

Special Section: The sigmoid curve

Rosemary Hipkins and Bronwen Cowie

General Section

Kerry Earl and Bill Ussher

Editorial Board

Nigel Calder, Bronwen Cowie, Kerry Earl, Pip Hunter, Judith Mills, Carol Murphy, Kirsten Petrie, Carrie Swanson, 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

Website: <http://tandc.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, New Zealand. It is directed towards a professional audience and focuses on contemporary issues and research relating to curriculum pedagogy and assessment.

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Notes for Contributors

Teachers and Curriculum welcomes

- innovative practice papers with a maximum of 3,500 words, plus an abstract or professional summary of 150 words, and up to five keywords;
- research informed papers with a maximum of 3,500 words, plus an abstract or professional summary of 150 words, and up to five keywords;
- thinkpieces 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 innovative curriculum, pedagogy and assessment practice; 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. Articles can be submitted online at <http://tandc.ac.nz/>

Layout and number of copies

All submissions must be submitted online as word documents. Text should be one and a half spaced on one side of A4 paper with 20mm margins on all edges. Font = Times New Roman, 11 point for all text and all headings must be clearly defined. 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. All illustrations, figures, and tables are placed within the text at the appropriate points, rather than at the end.

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, if in reference list they are cited in document, and formatted in the correct APA style. All doi numbers **must** be added to all references where required. Refer: <http://www.crossref.org/>

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Acknowledgement of Reviewers

Thank you to the reviewers for their contribution to the process and quality of this issue. Many thanks to those who also helped with a review but the paper did not make it to this issue.

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INTRODUCTION: GENERAL SECTION

In teaching and learning, curriculum and assessment, policy and practice, things change and things stay the same. Using educational research and professional inquiry we can revisit our assumptions, ask new questions, and continue to push at the boundaries we come across. We undertake conventional research tasks, we explore and develop new ‘tools’, and we make use of new funding sources in our efforts to improve the objects of our attention. This General Section contains three articles and two Think Pieces. The authors are concerned with research and inquiry, old and new ways, as well as reminders and possibilities.

In Kerry Earl and Bill Ussher’s piece, the focus is on making sense of personal and collaborative inquiry that will impact teacher practice(s) and hence the learning of students. Three research and two inquiry approaches are explored. These are: ‘teaching as inquiry’, ‘spiral of inquiry’ and the research methods of self-study, autoethnography, and action research. The main message here is that whatever research or inquiry approach we elect to use our method(s) need to be ‘fit for purpose’.

Janet Blaauw undertook a small literature review based on a concern for students who struggle in school. In her review, she provides some references that are worthy of further exploration within any inquiry prompted by this concern. Janet has highlighted three themes from the literature that appear to have worked for these struggling students: integrating learning across the curriculum; students contributing to their own learning, and having the time to talk and build relationships with those who will impact positively their learning. Janet also suggests there are some practices that we should be trying to avoid or overcome in our mainstream classrooms.

Scholarly attention has been on children’s play since Brian Sutton-Smith’s pioneering work from the 1950s. He emphasised the importance of spontaneous play to psychological, cognitive and cultural functions of the human condition. Stuart Brown, president of the National Institute For Play (Carmel Valley, California), believes that play connects us to the world through enhancing our mood and stimulating our minds. He claims that human beings are ‘built to play’ and through play, we develop—grow—as human beings (Brown & Vaughan, 2010). In an educational policy context where we focus on literacy and numeracy outcomes, consider moves to shorten intervals-recess, and already have formalised physical play in standardised games and teacher monitored physical education (PE) activities, we need people like Jeanette Clarkin-Philips to advocate for *more play in childhood*—more play in educational settings for young people.

In our last issue, we published a research report from a Teacher-led Innovation Funded project (see Dix & Ban, 2016; Whyte, House & Keys, 2016). In this issue Rachel Allan, principal of Te Uku Primary School, discusses the ‘why’ and the ‘how’ of their successful application. In Te Uku’s case, this funding meant that teachers could take the next step in their work to accelerate writing achievement of their priority learners.

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KERRY EARL AND BILL USSHER
Te Kura Toi Tangata Faculty of Education
The University of Waikato