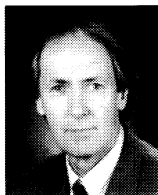


EDITORIAL



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As with previous editions of 'Teachers and Curriculum', the contents of this issue reflect a careful blend of practical classroom suggestions, discussion of issues that often dominate schooling and education, and overseas contributions that continue our international links.

The past twelve months have seen great activity in areas that have, or will have, a significant impact on the lives of classroom teachers. In mathematics, for example, the Early Numeracy Project (ENP) and the Advanced Numeracy Project (ANP) (based on numeracy initiatives in Australia and the UK) are now finding their ways into schools, although still in their draft forms. It is interesting to consider the genesis of ENP and ANP and compare this with similar projects in other countries. In Australia, the numeracy work (in New South Wales) was largely driven by research into young children's strategy development as revealed through their responses to questions about number names, numbers, simple operations with numbers, and word problems. In short there was a credible research basis. In the UK, it is recognised that the Numeracy project there (the 'National Numeracy Strategy') was largely politically driven as the government sought to 'ratchet up standards' in schools. In New Zealand, we have borrowed (again) an overseas initiative, modified it slightly, and are now putting this into practice. There is no credible basis of on-going research to monitor the effectiveness of the projects. The two reports published by our Ministry of Education in 2001 are descriptive, subjective documents that report opinions, feelings and views and (sadly) contain no valid or reliable information on the achievement gains of the students in the projects.

This issue farewells the two educators who initiated 'Teachers and Curriculum' – Fred and Jeanne Biddulph. Our thanks to Jeanne and Fred for their work over the years, and we remember their views in Volume 1, 1997, when they wrote that "curriculum is used here in its broadest sense of what happens for learners" and that the purposes of this journal are to "(i) raise issues to do with curriculum, (ii) present relevant research, and (iii) offer examples of informed curriculum practice". It is with these thoughts that we publish Volume 4. Happy reading!

Ken Carr and
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