

## Editors

General Issue: Dawn Penney & Bronwen Cowie

## Editorial Board

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## 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.

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## 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](mailto: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.

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### 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
<b>Special Section: Key Competency teaching and Learning</b>	
<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
<b>General section</b>	
<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

## EDITORIAL

**BRONWEN COWIE**

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The edition of the journal has two sections. The first section is dedicated to a collection of articles that describe and discuss student and educator experiences and ideas relating to key competency development across a range of educational settings. Read together these contributions challenge us to consider what key competency learning and achievement might look, sound and be like. They also reaffirm the many ways in which development of key competency learning can be facilitated and supported. This is timely, with the concept of competence recently attracting increased attention in national curriculum policy (OECD, 2012). Competencies are conceptualised as complex constructs that are closely related to effective participation and performance in real life contexts, often in relation to participation in a ‘knowledge society/ economy’ and as part of an agenda that supports lifelong and lifewide learning (West, 2004). One advantage of a competence-oriented view is that it encompasses the complexity of the educational process and directs attention to the development of values, motivations, attitudes and dispositions alongside knowledge and skills. This brings with it challenges that include the extent to which competencies are multi-faceted and layered, may be domain/learning area and/or context and/or cultural specific, and ways in which families, communities, businesses, and cultural and peer group cultures all connect with and contribute to student learning. To what extent is competency development, realisation and expression influenced by in and out of classroom and school practices and priorities? In New Zealand research and practice is still at the beginning of exploring these possibilities and practicalities—we hope this collection makes contribution to the ongoing development of thinking and practice. In saying this, we draw attention to Takayama’s (2013) emphasis that unless we focus on the lifewide and lifelong aspect of the competencies, existing inequalities within and beyond education are just as likely to be exacerbated as they are to be reduced.

Alongside the focus on key competency learning, the other contributions in this issue explore learning and teaching in primary, secondary and teacher education contexts. In addition to standard articles, the issue also includes *Thinkpiece* articles, which are short commentaries, explicitly intended to provoke/promote thinking and response. This edition includes four Thinkpieces and we invite readers to contribute their own ideas and experiences in response to these provocations.

Finally, this issue signals the move of the journal to an open access online format. We appreciate that increasingly teachers, student-teachers and researchers are turning to the online environment for ideas and insights and we are keen to ensure that all educators have easy access to research findings that have implications for practice.

### References

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