

Teachers and Curriculum



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

KAI AKO ME TE MARAUTANGA

VOLUME 10 2007



TEACHERS AND CURRICULUM

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TEACHERS AND CURRICULUM is an annual publication of the School of Education, The University of Waikato, Hamilton, New Zealand.

It includes articles about curriculum issues, research in the area of curriculum and informed curriculum practice. Reviews of curriculum related books may also be included.

The Opinion item is contributed by a leading New Zealand educationalist.

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NOTES FOR CONTRIBUTORS

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

- raise important issues to do with the curriculum
- report on research in the area of curriculum
- provide examples of informed curriculum practice
- review books that have a curriculum focus.

This peer reviewed journal welcomes papers on any of these from tertiary staff and students, teachers and other educators who have a special interest in curriculum matters. Papers on research may be full papers, or if time or space is at a premium, research notes, that is a 2,000 word summary.

SUBMITTING ARTICLES FOR PUBLICATION

The editorial committee encourages contributors to ask colleagues to comment on their manuscripts, from an editorial point of view, before submission for publication.

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Manuscripts should not normally exceed 7,000 words, including references and appendices. An abstract must be provided. Abstracts should not be more than 100 words.

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We wish to thank the following people who reviewed for this edition of *Teachers and Curriculum*. Asterisks indicate reviewers who contributed more than one review.

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CATHERINE LANG
EDITOR 2007



Firstly, let me apologise to our readers for the delay in the publication of the 2007 issue of *Teachers and Curriculum*. However I'm sure you'll agree the delay is worthwhile. The editorial committee wanted to give those who had commented on the 2006 draft of the New Zealand Curriculum the opportunity to comment on the New Zealand Curriculum 2007, which necessitated the delay. We have in this edition a significant number of articles and comment pieces that critique and record curriculum leaders' responses to the 2007 document.

Noeline Alcorn's opinion piece reflects on educational change in New Zealand and nicely foregrounds the items on curriculum change that make up the bulk of this issue.

Greg and Howard Lee look with skepticism at what they term taken-for-granted assumptions regarding the particular key competencies, learning areas, principles and values in the document, and discuss curricular longevity and rapid change. Ivan Snook describes the 2007 document as "timid", backward-looking and unable to address significant issues that face us in the twenty-first century. Irene Cooper and Sandra Aikin from NZEI continue the conversation begun in the 2006 issue of *Teachers and Curriculum*, about the importance of teacher and school engagement with any new curriculum document, and discuss the concomitant funding and workload issues that they see will inevitably arise for teachers in curriculum implementation.

Philippa Hunter looks specifically at the social sciences learning area and asserts that this area reflects a kind of "arrested development" within the curriculum. Katie Fitzpatrick follows her 2006 critique of the draft document with a focus on the notion of hauora, one of the underlying concepts in health and physical education.

As well we have a lively article by Ivan Snook on the myths of learning styles and other educational fads, and a 'blue skies' look by Nadine Ballam at what a twenty-first century curriculum might be like. Marilyn Taylor, Ngarewa Hawera, Jenny Young-Loveridge and Sashi Sharma describe their research on Māori girls' voices in mathematics classes. Qin Chen and Ken Blaiklock examine the PROBE reading assessment's effectiveness as a measure of reading comprehension; and Anne Hume provides a thoughtful piece on her self-study of teaching secondary science teachers in an initial teacher education programme.

Colin Gibbs reviews Graham Nuthall's *The hidden lives of learners* – a book which makes a rich contribution to our understandings as teachers.

This is my last editorial for *Teachers and Curriculum*. Greg Lee will take over the editorship from the 2008 edition. I wish to note here my thanks to Fred Biddulph and Sherrin Jefferies, who are stepping down from their roles on the editorial committee. It is timely here to honour Fred Biddulph and Jeanne Biddulph for their foresight when they initiated *Teachers and Curriculum* in 1997. Their vision was to establish a vehicle for curriculum critique. They said in their editorial in the first edition,

The school curriculum is not a set of infallible truths handed down from some authority. Rather it is a human construction put together, in the final analysis, by selected 'experts', all teachers and all learners... In our view, the curriculum does not figure prominently enough in educational debate at present. It does not

seem to have the profile of, say, educational management or leadership, policy, or assessment, and yet the curriculum is at the heart of education.

Arguably the curriculum has featured significantly in recent education debate. The current editorial committee believes that *Teachers and Curriculum* has played an ongoing part in this debate and that it continues to assist in putting curriculum at the heart of discussion about education.