

Editorial

I am delighted to lead off this last edition of *set* for 2012 with an article written by a senior school leader. “Leading Inquiry at the Teacher Level” takes a well-grounded, practice-informed look at conditions that support teachers to *be* learners when they inquire into their practice. Learning on the job can be demanding, but ultimately very satisfying for teachers if it leads to positive changes for their students. The importance of strong leadership is emphasised, with a focus on “walking the talk” by being an active inquirer yourself. The second article, “On Teaching Reading and Being a Reader”, broadly continues the idea that inquiry can impact on teachers’ “being” when in their classroom role. In this case researchers supported several classroom teachers to recognise how their personal experiences as avid readers could help them transform children’s experiences of learning to read.

As the other articles in the collection illustrate, there is no shortage of potential inquiry topics for teachers to explore. Teasing out differences and synergies between school approaches to integrated learning and student inquiry is the focus of the third article. A process for doing so in the context of the school’s own enacted curriculum is suggested. The theme of integrated learning is central in several subsequent articles, the first of which looks backwards at the long history of this type of pedagogy in New Zealand. This article illustrates how careful curriculum integration can support rich student learning inquiries when teachers make carefully considered purposeful decisions about the pedagogies they are using. A vivid example that leverages synergies between inquiry learning and curriculum integration then follows. In this case a strategy from drama (Mantle of the Expert)

provides the pedagogical approach that deliberately brings integration and student inquiry together.

The next cluster of articles suggest various topics for inquiring into important aspects of students’ learning in addition to the more usual cognitive focus. The first article in this group reports on the implementation of the *values* identified in the *New Zealand Curriculum (NZC)* and ends with some challenges for everyone involved in school-level education to ponder. One of *NZC*’s core set of values is *respect* (for self, others and human rights). The second article in this cluster explores what “respect” might look like in a senior secondary mathematics classroom environment, with a particular focus on implications for students who have been traditionally underserved by their mathematics learning experiences. The third article in this group describes how one small group of teachers’ thinking about “Pasifika values” actually contributed to their students being underserved, rather than contributing to keeping them engaged and achieving as intended. As several of the authors contributing to this group note, values-related issues are complex.

Several further articles complete the collection. The first outlines findings from an evaluation of an initiative designed to support at risk young people to proactively manage their wellbeing. A thoughtful teacher-generated question about purpose-based writing and a brief overview of the new model for National Monitoring round out this bumper read. The last issue for 2012 comes with the very best wishes of the NZCER publications team for a productive, professionally stimulating 2013.

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