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Like a box of chocolates: Introduction to articles in this issue

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I am delighted to present this *Waikato Journal of Education* (*WJE*) General Issue 2022. *WJE* is an open access, fully-online free journal, supported by the Wilf Malcolm Institute of Educational Research (WMIER). *WJE* publishes peer-reviewed articles and is indexed in Scopus and China National Knowledge Institute website (CKNI). Regular readers of *WJE* will have recognised the expansion of contributions over the years from international researchers. In this issue, education researchers give attention to people (teachers and students) and practices from Cook Islands, Tokelau, Niue, Fiji, South Africa, Philippines, Indonesia, Turkey, New Zealand and the United States.

We often organise our general issues by sector from research in early childhood through primary/elementary, secondary/high school, closing with articles based on research in tertiary settings. Having four articles from David Taufui Mikato Fa'avae and colleagues, I asked myself as the editor of the journal, where are these best placed in the issue? Given these articles were written to be in conversation with each other, do I label them as a Special Section and risk messaging related to siloing or marginalising these authors' voices? Along with conventions this journal, or education journals, generally hold, editorial priviledge and thoughtful choice, is at play.

Considering the journal aims and *WJE's* recent history—we published a Special Issue edited by David Fa'avae, Keaka Hemi, and S. Apo Aporosa in 2021 and a Special Issue of pieces by doctoral student authors titled *Navigating unexpected terrain in postgraduate research: Reflections from the field* earlier in 2022—I decided to put these four pieces upfront. These articles serve multiple purposes: to strengthen the warp and weft of contributions from Pacific authors and researchers (continuing the thread reinforced by the Special Issue 2021), to extend the conversation with doctoral candidates and to promote the voices of new and emerging researchers.

David Taufui Mikato Fa'avae—*Wayfinding waves and winds of change: The currency of the post–covid gaze into Pasifika/Pacific education's trajectory*—opens the conversation between colleagues from Aotearoa New Zealand's realm nations of Cook Islands, Tokelau and Niue with a call related to post-Covid issues. He speaks of his motivations and concerns in addressing the "wave–like changes" facing Pasifika/Pacific education in Aotearoa New Zealand. Fa'avae uses *way-finding* as a metaphor for navigating and negotiating today's global pandemic, societal changes and educational uncertainties in response to the *"waves and winds of change".* In this piece Fa'avae offers commentary on post-Covid educational issues across a wide landscape, including naming and identity, ethic composition of populations with implications on decision-making and policy for Pasifika/Pacific communities, and *talatalanoa* and *talanoa–vā* for educators and education researchers.

Tereapii Solomon's response, *Akara ki Mua – Looking forward: Navigating education spaces as Cook Islands Māori,* opens with a copy of Solomon's eldest son's Year 12 speech. Powerful, personal, and full of recognition and empowerment in being "enough", this piece is also a call for other voices to join in education research.

In *Alofa fai tamā manu, giving yourself wholeheartedly: Education that matters to Tokelau people in Aotearoa New Zealand,* Lealofi Kupa also speaks in being part of the education research community as a Tokelau educator and researcher. Readers unfamiliar with this island nation will learn a lot about Tokelau, and from Kupa's situated story of how we get to where we are, who has led us on our journey, and our motivations and purposes behind our practices as educators and researchers. Kupa describes for us the story behind *alofa fai tamāmanu*—which literally means "love for the baby chick" and how caring for another, sharing of food and communal resources during Covid enriched unity and inclusion within the Tokelau community in Wellington.

In a similar way, Ioane Aleke Fa'avae's, *Ko e leo ke eke hā? Empowering tagata Niue living in Aotearoa New Zealand to claim its status in education,* speaks personally, powerfully and informatively of Niue and his education journey. He contrasts the practice of *tūtala* with the practice of *talanoa* and returns readers briefly to considerations of the meanings of Pasifika/Pacific (raised in the beginning of this scholarly conversation), leadership and commitment to community, to education and to connection with Niue. I note that Aleke Fa'avae also comments on the advantages of being bilingual.

As Elliot Eisner argued, our view of education shapes our language and the concepts we give attention (2005). Put another way, the language we use and what concepts we pay attention to help us identify our (and others') view of education. The importance of the language/vocabulary we chose to use comes through in all the opening pieces. As Davis et al. (2008) wrote, "How one speaks cannot be separated from how one thinks and acts. Knowing and doing are not different phenomena" (p. 6). They argue that

> at issue here is the realisation every act of knowing is *partial*—in the two-fold sense of 'incomplete' and 'biased'. Knowing entails selection, and by consequence, discarding of other interpretive possibilities. Such selections are not innocent nor benign" (p. 7). … Knowing is about who you are and what you are doing, and it unfolds within interlaced sets of political, social and environmental conditions. (2008, p. 11)

The challenge embedded in the work of all these authors is in the awareness that how we talk and what we say reveals ourselves and our positioning as teachers, as researchers and as members of the societies we live in and want to create.

The next article in this issue is *Unsettling language ideologies in writing teacher education* by Jessica Cira Rubin, Charlotte L. Land, and Kelsey Jones-Greer. In it, the authors present comparative research from the contexts of New Zealand and the United States teacher education classes. They begin by recognising that "writing instruction [is] a space that can reinforce the oppression of minoritised students and communities" (p. 41). They point out that student discourses about "correctness" and "academic" language resist more complex critical perspectives arising from questioning systems of power, normalisation and gatekeeping. Rubin, Land and Jones-Greer prompt teacher-educators, supervisors (and editors) to question "language policing" practices. This study is thorough, relevant and compelling.

Mary Kathleen Rose R. Lopez and Ruth A. Ortega-Dela Cruz, in their article, *Gallery Walk technique in enhancing reading comprehension and oral English language proficiency of junior high school students*, observe that teaching and learning English as a second language is challenging for teachers and students who are non-native speakers, especially in the public schools in the Philippine education system. Their research is based on the hypothesis that a teaching technique called "Gallery Walk" will "provide a solution in addressing the low performance of the students' reading comprehension and oral English language proficiency" (p. 57). This technique is described (including useful references). Participants were 80 Grade 8 students (NZ Year 10, 13–14-year-olds, and Junior

High students in other contexts). The two instruments used (The Student Oral English Language Observation Matrix (SOLOM) from the Central Comprehensive Center Portal at the University of Oklahoma (2019) along with a researcher-made pre-test and post-test for reading comprehension) were reviewed, checked and validated by expertise in both the school context and Department of Education. Student voice on their experience of the Gallery Walk, as well as analysis of results, adds to an understanding of how novel approaches can engage learners. Readers are encouraged to explore the potential of a Gallery Walk in their own subject contexts.

In New Zealand, teachers are familiar with the cyclic process of Teaching as Inquiry (MoE, 2007) as an aspect of their ongoing professional learning and development of effective pedagogy. In the next article, *Exploring possibilities and challenges of Lesson Study: A case study in a small island developing state*, authors Indra Wati and Hem Chand Dayal explore the use of Lesson Study in Fiji. Lesson Study, they explain, is where "teachers work in small teams to plan, teach, observe, analyse, and refine individual lessons called research lessons" (p. 73). Participants for this "professional learning endeavour" were mathematics teachers. Both cognitive (such as content knowledge and pedagogical knowledge) and affective benefits (such as teacher collaboration and enhanced self-image) resulted, but the authors also noted challenges.

Developing mathematics-enhanced chemistry research lessons through productive lesson study: Insights from in-service teachers by Katherine Kate B. Samaniego and Allen A. Espinosa also uses a version of Lesson Study—Productive Lesson Study. Productive Lesson Study is described as the integration of Lesson Study and Productive Pedagogy that promotes collaboration between teachers. Participants were in-service Junior High chemistry and mathematics teachers from a state school in Laguna, Philippines. The authors conclude that participating in the study was transformative for these teachers when they became more focused on the enhancement of their professional practice.

All those involved in teacher professional learning including teachers, school leaders and facilitators will find something thought provoking and useful in the two articles, authored by Wati and Dayal, and Samaniego and Espinosa. Articles now follow on research related to curriculum subjects, first continuing the focus on mathematics, then maths in chemistry, and bio-security in social sciences and digital technology.

Participants in the research behind our next article, *Students' mathematics-related belief systems and their strategies for solving non-routine mathematical problems* by Munyaradzi Chirove, David Mogari and Ogbonnaya Ugorji, were 625 Grade 11 students from five high schools in South Africa. Data were collected using a mathematics beliefs questionnaire (60 items selected from Muis (2004), Op't Eynde et al. (2006) and Physick (2010) using Daskalogianni & Simpson's (2001) belief systems framework), a mathematics problem-solving test and interview. These authors point out that

> An individual's beliefs do not exist in isolation from each other but in clusters which altogether constitute their belief system. A belief system can be composed of both positive or healthy beliefs (beliefs that promote effective problem-solving) and negative or unhealthy beliefs (beliefs that hinder effective problem-solving) (p. 101).

The authors' argument is that "knowledge of students' existing belief systems can facilitate educators to set tasks that can challenge and enrich their belief systems, and thereby improving performance in mathematics" (p. 102).

A variety of problem-solving strategies are included in Chirove, Mogari, and Ugorji's article. For an example of the kinds of tasks that may shift students' personal beliefs and understanding and misconceptions in probability read another *WJE* article, *Teaching and learning probability using games: A systematic review of research from 2010–2020 b*y Sashi Sharna, Shweta Sharma, Phil Doyle, Louis Marcelo, and Daniel Kumar. Another article we have previously published on students' beliefs in mathematics you can read is Andriane Kele's article (2018), *Factors impacted on students' beliefs and attitudes toward learning mathematics: Some findings from the Solomon Islands.*

The self-efficacy beliefs of high school teachers is the subject of Mehmet Özcan's article *High school teachers' self-efficacy beliefs: Mixed method research.* It describes four dimensions of self-efficacy beliefs: academic, professional, social, and intellectual. An explanatory sequential design—a mixed method approach—was used to explore factors of Turkish teachers' high self-efficacy beliefs. Three hundred and twenty-nine high school teachers participated in the quantitative and 15 high school teachers participated in the qualitative parts of the research. Ozcan suggests specific strategies for growing and sustaining self-efficacy.

The purpose of Rajesh Ram's research, reported in *Teaching with biosecurity content in the social sciences learning area: A Year 13 social science teacher's experience,* was to investigate one secondary school teacher's experience teaching with biosecurity content to senior (Year 13) social sciences students in New Zealand. The author argues that "given the importance of biosecurity to New Zealand, this paper shows that social sciences as a learning area could support teaching and learning about biosecurity" (p. 143). One of Tatum's (the teacher's pseudonym) goals was to familiarise students with news that was biosecurity-related, promoting the idea that education should reflect important practical issues for New Zealand. Student beliefs and connecting to prior experiences which have influenced those beliefs in order to develop understandings and introduce new ideas to construct new knowledge are core messages here as is the importance of teacher knowledge of curriculum learning objectives.

In 2017, the digital technology areas in the New Zealand Curriculum were introduced, becoming a mandatory part of the Technology subject area in 2020. Kate Rhodes' and Nigel Calder's article, *Teachers implementing new primary school digital technology components,* is based on Participatory Action Research with provincial city primary teachers implementing this new technology curriculum. The two phases of Rhodes' and Calder's study are well explained for other researchers or teachers to implement a similar process. There is also an emphasis on the contributions to the field with indications of further research needed and considerations for school leaders regarding this ongoing and highly relevant area of interest.

Arif Ainur Rafiq, Mochamad Bruri Triyono and Istanto Wahyu Djatmiko's article, *An improved method to enhance student engagement in vocational education using virtual reality*, the research context is vocational education in Indonesia. The authors argue that Indonesian vocational education is a model for developing Indonesian human resources with competitive talents, interests and special skills that meet industrial and market needs. Participants were electrical engineering students (n=12) and electronic engineering students (n=24) and both experimental approaches and questionnaires were used to research the use of virtual reality to boost student learning engagement. Rafiq, Bruri and Djatmiko propose the development and use of immersive virtual reality as a way forward for improved student involvement and education outcomes.

In the article *Omani international students' social connection and friendship at a New Zealand university* by Muwafaq Al-Tamimi and Frances Edwards, a slice of a larger qualitative study is presented. Al-Tamimi's and Edwards' study employed semi-structured interviews with 12 participants to identify six factors that influenced their formation of intercultural friendships. More specifically "friendships with multinationals (other international students) and host nationals (those whose nationality is the host country)" (p. 189) were examined. Although, referring to a university context, insights from this project are also likely to be useful to school leaders and international programme organisers in intermediate and secondary/high school settings.

This issue closes with a book review, *Essentials of life-span development* (2022, 7th edition) by John W. Santrock, which is reviewed by Peter Stanley. We do not receive many book review manuscripts but if readers know of a new book that they would recommend for *WJE* readers, please consider submitting a review or encouraging your network to do so.

If you are a teacher reader, I wish to also draw your attention to recent Special Issues of *Teachers and Curriculum*, another WMIER open access journal available free at https://www.tandc.ac.nz/tandc

I wish to officially welcome and thank Malinder Singh-Mahal, our Journal Administrator for her work with us in 2022. If authors/reviewers encounter any technical issues with the website, please contact Malinder at malinder.singh-mahal@waikato.ac.nz. Reader feedback is critical to the maintenance of high standards for this journal, in press since 1995.

Thank you to Cathy Buntting, Director of WMIER, the Division of Education and the University of Waikato for their continued support of *WJE* as an open access journal.

Finally, a great big thank you to our reviewers for 2020, 2021 and 2022. These have been challenging years and we gratefully appreciate your time and effort to undertake reviews for *WJE*. Your willingness, expertise, clarity of view and generosity to support our authors, and to the quality of the *Waikato Journal of Education*, is beyond measure.

Nga mihi nui kia koutou katoa.
Kerry Earl Rinehart

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