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Te Kura Toi Tangata

**Waikato Journal of Education**

Te Hautaka Mātauranga o Waikato



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## Waikato Journal of Education Te Hautaka Mātauranga o Waikato

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The *Waikato Journal of Education* is a peer refereed journal, published twice a year. This journal takes an eclectic approach to the broad field of education. It embraces creative, qualitative and quantitative methods and topics. The editorial board is currently exploring options for online publication formats to further increase authorial options.

The Wilf Malcolm Institute of Educational Research (WMIER), which is part of the Faculty of Education, The University of Waikato, publishes the journal.

There are two major submission deadline dates: December 1 (for publication the following year in May); June 1 (for publication in the same year in November). Please submit your article or abstract on the website <http://wje.org.nz/index.php/WJE>.

Submissions for special sections of the journal are usually by invitation. Offers for topics for these special sections, along with offers to edit special sections are also welcome.

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## Editorial

This general section of this of *Waikato Journal of Education* has an eclectic international flavour, as well as an eclectic mix of topics. It is, in fact, a *pot pourri* of riches. From a discussion of an Australian undergraduate class (Burns), to contexts in Vietnam (Phan), Vanuatu (Edwards, Fisher, Reggie) and Fiji (Mohan), the variety doesn't stop there.

Topics include organisational learning (Mohan), school leadership (Bassett), inclusive education (Hamilton), autism (Hamilton), mindfulness (Albrecht), algebraic understanding and writing (Tailby & Locke), perceptions of professional development (Mohan) and a review of threshold concepts in tertiary contexts (Marsh & De Luca).

New Zealand contexts include early childhood, secondary schools, and university. Three articles centre on aspects of educational leadership, two on aspects of inclusive education, and two on organisational learning, while one examines threshold concepts from the angle of how they might link to graduate attributes and two centre on mathematics contexts. Two strong themes emerge from this collection. The first theme is related to teachers and their professional lives in some way, while the second theme has a specific focus on learners, spanning the sectors of early childhood, secondary school, and tertiary.

We hope that you enjoy this *pot pourri* of educational contexts from New Zealand and other Pacific nations as well as Vietnam. Together they tell stories of various cultural and educational practices that authors have scrutinised in some way. This collection compliments the family literacy special section that precedes this group of general articles.

### Noeline Wright

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