



# Waikato Journal of Education

Journal website: <http://wje.org.nz>

ISSN 2382-0373

Published by the [Wilf Malcolm Institute of Educational Research](#)



---

## Volume 24, Issue 2, 2019

*Editorial*

*Noleine Wright*

**Editor:** Noeline Wright

---

**To cite this article:** Wright, N. (2009). Editorial. *Waikato Journal of Education*, 24(2), 1-2.  
<https://doi.org/10.15663/wje.v%vi%i.703>

**To link to this article:** <https://doi.org/10.15663/wje.v%vi%i.703>

**To link to this volume:** <https://doi.org/10.15663/wje.v24i2>

---

### Copyright of articles

*Authors retain copyright of their publications.*

Articles are subject to the Creative commons license: <https://creativecommons.org/licenses/by-nc-sa/3.0/legalcode>

Summary of the Creative Commons license.

#### Author and users are free to

**Share**—copy and redistribute the material in any medium or format

**Adapt**—remix, transform, and build upon the material

The licensor cannot revoke these freedoms as long as you follow the license terms.

#### Under the following terms

**Attribution**—You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use

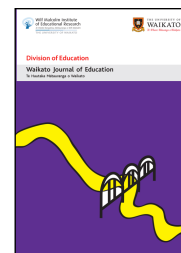
**Non-Commercial**—You may not use the material for commercial purposes

**ShareAlike**—If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original

**No additional restrictions**— You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.

#### Open Access Policy

*This journal provides immediate open access to its content on the principle that making research freely available to the public supports a greater global exchange of knowledge.*



## Editorial

**Noeline Wright**

The University of Waikato  
New Zealand

The two 2019 issues of *Waikato Journal of Education* contain an eclectic and international mix of articles. In the November issue, articles include augmented reality in a secondary school music class; Fijian and Nepalese explorations of teacher practices, de-privatising teacher practices, ideas about professional development, and impediments to teacher change; academics wondering about the nature of research collaborations in tension with professional responsibilities; and two articles examining aspects of early childhood.

The two childhood articles look at young children in primary schools, firstly in terms of Woodhouse's exploration of the transition from early childhood to new entrant classes in primary schools. Woodhouse concluded that when New Entrant teachers paid attention to the nature of childrens' play, they were likely to learn about these children's developing understanding about what it meant to go to school. Cheeseman, on the other hand, in an Australian study, examined six-year-olds' problem-solving when immersed in a mathematics-rich environment. She concluded that a particular prior condition was important for such immersion. When a thought-provoking context existed that sparked their curiosity, these children could both problem-pose and problem-solve mathematical puzzles.

Cook's investigation into the value of an augmented reality (AR) resource in a specific senior secondary school music class showed that students were able to assemble a sound system that connected speakers, amplifiers and the like for a performance after viewing the AR version of this assembly process. The AR offered students a bird's-eye view of the componentry and their connections. Students' responses indicate this kind of resource might be worth using more often.

In a different Aotearoa New Zealand context, three academics reviewed the challenges, benefits and enablers of collaborative research. Amundsen, Ballam and Cosgriff's think piece questioned the viability of academics being able to collaborate when their individual work commitments and responsibilities took precedence. They also reflected on questions of process: even though they worked together before as colleagues, this research collaboration was distinct from prior work. They therefore needed to build their relationships inside this common endeavour, and not rely on past collective histories.

Efforts undertaken in developing countries' educational sphere highlight differences between New Zealand (Cook's and Woodhouse's articles as well as Amundsen's et al.) and Australia (Cheeseman) in terms of the direction of the research gaze evident in this issue. In Nepal, Gurung, Molton and Brett wondered about the differences between the educational goals of the Nepalese government, and the resourcing needed to alter teachers' behaviours, especially in regions further from the political centre of the country. A centralised method of curriculum control, broadly seen as an impediment to development,



is exacerbated by the levels of poverty in more remote areas of the country. Together, these obstacles appear to entrench teaching and learning behaviours and outcomes.

School locality is also an issue for Chand in Fiji. Chand argued that the triad of geography, poverty and insufficient funding have a negative influence on the ability of teachers to provide a high quality of education in rural and deprived areas, far from the gaze of the central government. Teachers in remote and poorly serviced areas long for the kinds of professional learning available to teachers in more urban areas, where teachers can more easily talk and share.

Mohan and Chand sought to learn more about Fijian mathematics teachers' reflective practices. They wanted to learn more about the value of these teachers' shared stories of teaching mathematics. They discovered that for this group of teachers, a professional learning community enhanced their professional practices in the classroom, for they valued their colleagues' pedagogical experiences. The shared stories created spaces for learning about teaching mathematics.

Lastly, in seeking teachers' perspectives about de-privatising practices, Mohan, Swabey and Kertesz compared views from teachers in both rural and urban schools in Fiji. The international literature suggests that deprivatised practices encourage collaboration and professional growth, especially when teachers observe each other and discuss ideas together. They wished to test this assertion in Fijian contexts. While their findings were equivocal about the impact of geographical location on views about deprivatisation, they learned that teachers changed their views when they could see positive changes in learners. However, to create conditions for this to flourish, school leaders need deliberate strategies that will lead to a climate of trust, openness and shared practices.

We hope you enjoy this eclectic compilation of articles from diverse contexts and researching diverse puzzles of educational practice.