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Change: Transformations in Education seeks to promote discussion of a wide range of issues, themes and problems arising from the varieties of change which now impact upon education at every level, in differing contexts and with enormously varied results. The orientation of the journal is cross-disciplinary and critical. The journal’s intended readership is that of educational policy-makers, analysts and activists working in contexts of social and organisational change and development. It also aims to interest professionals involved in the planning and implementation of educational programs across all education sectors nationally and internationally. The journal is published twice a year, in May and November. These two issues constitute one volume.

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CHANGE

TRANSFORMATIONS IN EDUCATION

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As I am writing this editorial significant national and state developments are producing challenges and changes for all educators. Teaching Australia, the new national institute for quality teaching and learning and school leadership, has announced its teaching and school awards. State Institutes of Teachers and Registration Boards are continuing to develop and apply teacher accreditation standards systems procedures that are having a significant impact on the profession. As well new Commonwealth initiatives and accountability measures continue to shape the private and public school mix, school management, the nature of values, pedagogy, and the curriculum. Many of the papers in this volume make significant contributions to the some of the debates surrounding this current policy mix. A feature of the articles presented in this issue is their concern with the impact of policy and practice on the ways that schools operate and students learn. The issue presents six papers that chronicle change and highlight these issues.

The first paper by Carpenter examines the impact of neo-liberal reform in New Zealand’s education system on the polity of an isolated rural school. Current New Zealand policy enshrines parental choice and empowers parents as a key instrument in school reform and management. In rural areas however, with limited choices and limited resources parents are limited in both their options and influence. Using Hirschman’s exit, voice and loyalty theory Carpenter explores how the parents of a rural school mobilised and strategised to make changes in the school consistent with their views and how this process facilitated the use of democratic voice. Whereas public policy often highlights exit from a school as the key process in enforcing parental views, Carpenter’s original and interesting research shows how limited options for parents promoted both change, loyalty and democracy in the school context she researched.

In the second paper in this issue Le Cornu and Peters report on research from a Learning to Learn project in South Australia. This research explored the practice of four classroom teachers who aimed to improve students’ learning opportunities through enhancing teaching practices. These practices encouraged engagement, participation and the co-construction of knowledge. The paper highlights teacher voice in the renegotiation practices the teachers undertook with their students on roles, rules, responsibilities and relationships. The paper argues that a reculturing process is needed if teachers are to maximise student opportunities. Central to this process is explicitness and reciprocity, as features of authentic teacher renegotiation.

In the third paper in this issue Megarrity uses a historical analysis to explore federal government policies about private international students in the critical period 1945-72. The paper explores the period in which the White Australia policy dominated government thinking and policy options in relation to Asian overseas students.
Megarrity shows that as a result of the White Australia policy, the development of coherent forward-looking strategies for overseas private students was limited. The scenario reported in this paper is in stark contrast to Australia's current reliance on full-fee-paying international students, who currently provide one of Australia's largest export income sectors.

In the fourth paper by Au, themes of school based management are explored. Au uses a structural equation modelling research methodology to develop a technique to reflect on the success of school-based management policy initiatives in Hong Kong schools. The expected success of school-based management rests on assumptions of teacher empowerment, accountability and the efficacy of decentralisation. Au's model focuses on the leadership activities and behaviours of Heads of Departments in Hong Kong secondary schools. Using a sample of 110 schools and a large-scale survey, she was able to identify 7 leadership factors which were critical to the success of school-based management. Recent research is confirming the importance and multiple roles of Subject Head Teachers in the operation, success and quality of a school. This research provides a fresh perspective on these complex relationships and leadership activities.

In the fifth paper, Harrison explores the interaction of Indigenous students with the discourses of tertiary teaching and learning. Many cultures enshrine cooperation and agreement as the basis of discursive communication practices. Using an ethnographic approach, Harrison explores the discursive techniques at work in university classes, and the way these techniques position indigenous students in exclusive, competitive, egotistical and metaphorical relationships. The paper provides strong student voice, which highlights key themes in the role of communication in constructing knowledge, skills and attitudes. The paper adds a fresh perspective to much of the research on the relationships between culture and learning. Knowledge, learning and wisdom are primarily cultural phenomena, and are located in a particular way of seeing the world. This paper shows how Indigenous students' cultural knowledge, wisdom and learning conflicts with the communication and discursive patterns within university classrooms.

The sixth paper represents a collaboration between a student and a lecturer in a teacher education course. The paper explores, and is critical of, outcomes-based education. Currently outcomes-based education is the dominant paradigm in the development of curriculum in Australian schools by curriculum-setting agencies. However, in recent years, opponents of outcomes-based education, especially teachers, have developed a movement which questions the efficacy, practicality and value of this base curricula. This paper, by Power and Berlach, discusses the reflections of a teacher education student in her implementation of outcomes-based education during early experiences in the classroom. The paper uses a sonata form case study which provides both the reflections of the student and interpretations by the lecturer in a linked framework. The conclusions of the research point to the difficulties and limitations of outcomes-based curriculum.

MIKE HORSLEY