CHANGE OF TITLE
The last issue of the Forum of Education was Vol. 52 No. 2 1997.
The ISSN remains the same.
CHANGE  TRANSFORMATIONS IN EDUCATION

EDITORS
Marjorie O'Loughlin
Judyth Sachs
Richard Walker
of the University of Sydney

ASSOCIATE EDITORS
Craig Campbell  Robert Young
Jim McKenzie  Helen Watt
Carmel Young  of the University of Sydney

CONSULTING EDITORS
Professor Michael Apple  University of Wisconsin-Madison, USA
Professor Stephen Ball  King’s College, London, UK
Assoc. Professor Guoliang Chen  Shanghai Institute of Human Resource Education, China
Professor Pamela Christie  University of the Witwatersrand, South Africa
Professor Robert Connell  University of Sydney, Australia
Professor Chris Day  University of Nottingham, UK
Professor Ivor Goodson  University of East Anglia, UK
Professor S. Gopinathan  Nanyang Technology University, Singapore
Professor Andy Hargreaves  OISE, University of Toronto, Canada
Professor Sverker Lindblad  University of Uppsala, Sweden
Professor Sven Eric Nordenbo  University of Copenhagen, Denmark
Assoc. Professor Shirley Pendlebury  University of the Witwatersrand, South Africa
Assoc. Professor Peter Renshaw  University of Queensland, Australia
Assoc. Professor Viviane Robinson  Auckland University, New Zealand

BOOK REVIEW EDITOR
Nigel Bagnall
University of Sydney

FORMATTING/LAYOUT
Jill French
University of Sydney

MANAGER
Jill French
University of Sydney

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.

ALL CONTRIBUTIONS ARE SUBMITTED TO AT LEAST TWO REFEREES BEFORE BEING ACCEPTED FOR PUBLICATION.

Editorial correspondence, including manuscripts for submission and books for review, should be addressed to: The Co-editors, Change: Transformations in Education, Faculty of Education, University of Sydney, NSW 2006, Australia. Details concerning the preparation and submission of articles can be found on the inside back cover of each issue.

Business correspondence, including orders and remittances relating to subscriptions, back numbers, offprints and advertisements, should be addressed to the Business Manager, Mrs Jill French, Change: Transformations in Education, Faculty of Education, University of Sydney, NSW 2006, Australia.

© Copyright. The University of Sydney, ISSN 0015-842.
All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the written permission of the copyright holder, The University of Sydney.

The journal is published twice a year in May and November. These two issues constitute one volume.

Printed by Southwood Press Pty Ltd, Marrickville 2204, Australia.
Editorial Note

This is the first issue of the journal Change: Transformations in Education and with this we say farewell to Forum of Education. The history of Forum has been given in another place so I will not outline it here. Suffice to say that, while the journal has undergone several transformations in its relatively long life, none has been as significant as the present re-orientation and renaming. The new title clearly indicates a focus on change in education—change in all its form, from a multiplicity of perspectives, with diverse and complex outcomes for various groups in society.

That we live in a time of enormous social change has long been acknowledged, as has the accompanying disorientation and reappraisal of our past and present practices and ways of thinking. It is the hope of the editors of Change, therefore, that the journal will both reflect and critically interpret the transformations occurring in education. Older educational structures and practices continue to live alongside new ones which sprout with breathtaking speed. In focusing on the theme of change we hope to capture some of the sense of ‘journeying’ which seems to us the most apt metaphor for what is happening locally and globally in education today.

All of the contributions in the first issue address the theme of change in some sense. Kevin Harris reflects simultaneously upon transformations in teacher education, upon changes within the journal itself, and in his own long involvement with education as an academic. Uniquely positioned to comment on all three, Harris expresses the hope that the new journal will take up the challenge of becoming a rigorous academic leader in the field of education. Patrick Fitzsimons and Bruce Haynes paper, The politics of teacher competence, identifies ways in which ‘teacher competence’ statements are used in various current political settings. For Fitzsimons and Haynes the politics of teacher competence lie in the meanings which are constructed around their use, which, they argue, sets the various criteria for acceptability in various contexts.

Christopher Day and Guy Roberts-Holmes remind us that teachers, like others in more commercial occupations, now live in uncertain worlds where systemic change is outside their control and where traditions of respect, trust, autonomy and guaranteed employment for life are no longer uncontested. Richard Smith argues for a radical revision of what he sees as the assumptions underlying the present model of teacher education. For him the relationship between universities, school systems and the teaching profession is characterised by irreconcilable dilemmas. Faced with unprecedented challenges, the conventional teacher education model reveals its weaknesses. Smith proposes a major revision which casts it as an education industry responsibility.

Kirsti Klette examines the ways in which Norwegian teachers have experienced restructuring in education. Specifically she looks at how new conditions of work, notably the phenomenon of ‘imposed collaboration’ and new school-attendance have affected teachers’ professional lives. In revealing the extent to which teaching as an occupation has undergone profound change, Klette contests the notion of professionalism, which she describes as ideological in its effect of masking the actual decline in the working conditions of teachers.

In a richly theorised paper Bob Lingard and Fazal Rizvi cast a critical eye over a discursive landscape dominated by the term ‘globalisation’. Selecting one of the most common interpretations of that term—the threat of homogenisation—they demonstrate its inaccuracy, specifically in relation to the often asserted claim of the demise of the nation-state. For them globalisation is mediated by the nation-state and this fact needs to be taken
into account when considering education worldwide. Robert Young provides a spirited defence of the partnership between students and teachers—one of cooperative effort of inquiry—in the face of recent attempts to cast students as clients or customers, and teachers as mere purveyors of educational 'products'. Through a brief account of three major views of what education is he argues for a critical–pragmatic approach, which in his view enables the preservation of a humane understanding of the teacher–student relation.

Bob Connell's theme is the curriculum and he invites the reader to think of this in terms of 'curriculum futures'. Reminding us that curriculum is always 'a selection from contemporary culture' he sets out some feasible futures, emphasising ongoing demands for education as demands for participation in a process of democratisation. He sees a democratic agenda as offering teachers their best opportunity for professionalism in the fullest sense. Bernadette Baker's paper is an attempt to illuminate that most pervasive, yet still elusive, concept in contemporary social theory—that of power. In an innovative presentation, Baker presents a story about different conceptions of power and points to ways of understanding its working and its effect.

Her paper is followed by an analysis of the ways in which various accounts of teacher competence are underpinned by values, concepts and purposes quite specific to that particular model. Patrick Fitzsimons and Bruce Haynes argue that there is no one privileged account of what teacher competence is, rather there must be as many as can be 'language games'. Following this is there is examination of the Self–Other distinction in academic discourse and the implications of this for the reform of education in general and pedagogy in particular. Jill Matthews article concludes the first issue of the new journal. Accepting that we do indeed live in 'New Times', Matthews nevertheless seeks to provide a reading of presentation of Self and Others which does not merely empty educational discourse of any useful sense of human agency but rather through 'wrestling' with the epistemic violence of key texts we may be able to better understand how it is that we represent ourselves and others.

We hope that our readers will find Change: Transformations in Education a worthy successor to Forum of Education and an important source of ideas for thinking about the challenges that education now faces.

MARJORIE O’LOUGHLIN

University of Sydney