

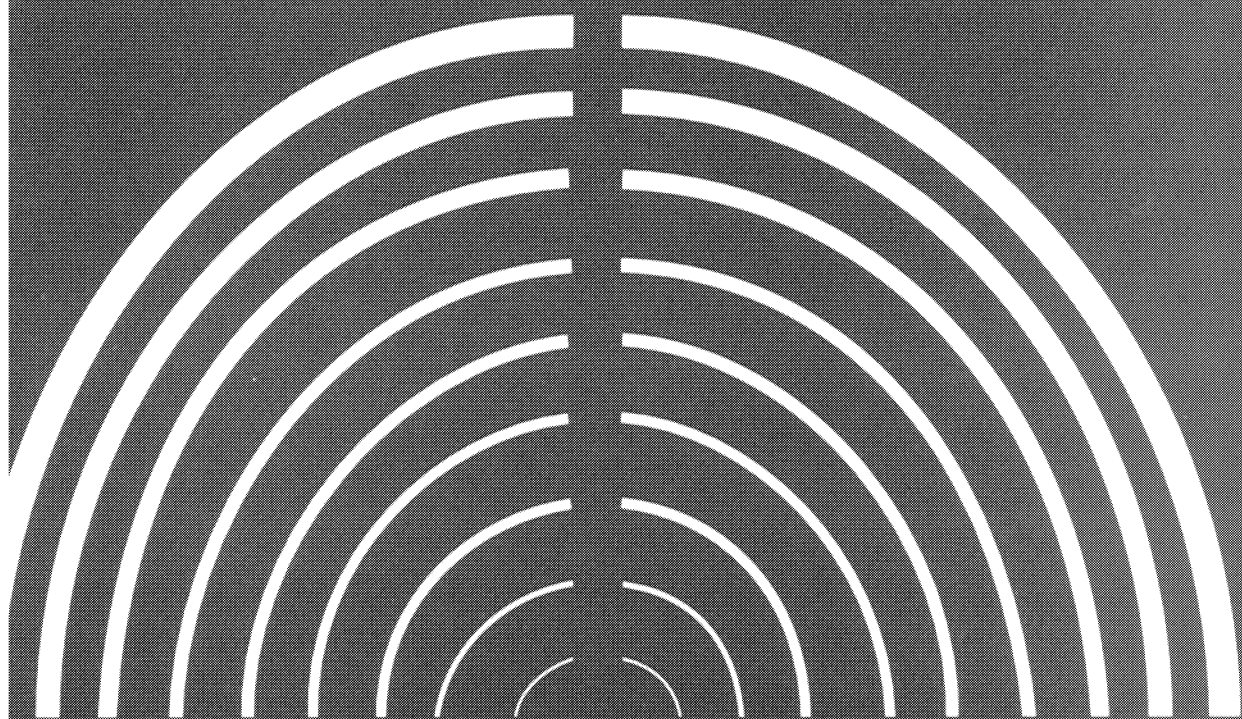
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# CHANGE

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*TRANSFORMATIONS IN EDUCATION*

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A JOURNAL OF THEORY,  
RESEARCH, POLICY, AND PRACTICE

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VOLUME 3    NUMBER 2    NOVEMBER 2000

# CHANGE: TRANSFORMATIONS IN EDUCATION

VOLUME 3 NUMBER 2 NOVEMBER 2000

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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.

## 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 Change: Transformations in Education, Professional Development Unit, 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.

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# CHANGE

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# Editorial

The articles in this volume of *CHANGE: Transformations in Education* reflect the wide constituency of readers of the journal. This edition reflects various contexts in which issues of policy and practice are being negotiated and resolved. There is a range of issues presented here which demonstrate the complexity of practices facing scholars and practitioners in various educational contexts as they respond to changes in educational policy.

The first two articles deal with issues relating to teacher unionism in Western Australia. Simon Clarke argues that the combined policies of award restructuring and the decentralising of education systems have refined the way in which teachers work. He focuses on the role of unions in the current context of educational reform in Western Australia. He suggests that in the process of these changes unions, traditionally positioned in an adversarial role, are having to redefine what it means to represent teachers. He suggests that the shift in the role of unions can be accomplished by two major strategies: professional unionism and school-site compacts. Rod Chadbourne, also writing from a Western Australian perspective, examines the new system of industrial relations in Western Australian schools. He suggests that with recent changes came the expectation that the new system of enterprise bargaining would improve industrial harmony between teacher unions and schools, free schools from industrial constraints, and influence unions to focus more on educational reform and the productivity of teaching and learning in schools. Chadbourne concludes that five years of enterprise bargaining have done little to reduce the adversarial nature of industrial relations or increase the level of workplace innovation and professional unionism in education.

Contributions by Neil Cranston and Lucy Jarzabkowski from the Queensland University of Technology and Jennifer Naylor and Geoff Bull from University of Southern Queensland deal with the effects of recent reforms on two different aspects of school education. Cranston and Jarzabkowski deal with the changing role of district superintendents. They document how a change in chief executive closely followed an earlier major departmental reform and restructuring process. The issues that emerged as a result of these events are presented. Naylor and Bull explore the need to support teachers in their professional growth. Drawing on the literature, they identify what they refer to as learning environments which they suggest are conducive to teachers' professional growth.

Lorraine Smith and Kenneth Sinclair draw on research conducted in New South Wales. In an article titled 'Transforming the HSC', Smith and Sinclair focus on students' motivation and their experience of affective states such as stress, anxiety and depression associated with the HSC.

## **EDITORIAL**

The final article, by Kathy Hunt from the University of Durham, deals with grief and illustrates the importance of retaining play as central in education provision for early years children.

All of these articles deal with the effect of educational change on individuals working in organisations or individually. They explore the perspectives of people working either as practitioners or with practitioners. They demonstrate the complexity of educational reform and the consequences that change has on people irrespective of their position within a bureaucracy, school or other organisation.

**JUDYTH SACHS, EDITOR**