

## Editorial

Welcome to the second issue of the *Journal of Initial Teacher Inquiry*. This journal celebrates inquiry based research as conducted by Initial Teacher Education (ITE) students completing the intensive, one year Master of Teaching and Learning (MTchgLn) course at the University of Canterbury, Christchurch, New Zealand. Our MTchgLn programme whakataukī emphasises the value we place on our ITE students and their learning; *Ahakoā he iti, he pounamu* - Although it is small, it is greenstone.

This programme has an emphasis on professional inquiry with a specific focus on developing the skills of critical analysis and reflection on practice experiences to support ākongā achievement. The result of this process leads our MTchgLn students to exploring their own ‘puzzles of practice.’ Part of this process is for them to practice the skills required to explore, understand and critique research as they develop an inquiry approach to support their learning. Our MTchgLn students were also required to conduct a critical literature review based on a contemporary issue in education that resonated with ‘puzzles of practice’ emerging from their developing contexts.

Articles submitted to the journal underwent a robust peer-review process. In this volume, ten literature reviews were chosen, which relate to Early Childhood, Primary and Secondary school contexts organised under the following themes;

- Professional relationships
- Partnerships for learning
- Changing pedagogies
- Assessment

### Professional relationships

The first article explores the importance of the early teacher-child relationships in supporting progress and achievement, both within the academic and affective domains. Ariana Pavelka explores the nature of teacher-child relationships and their implications on the relational and academic aspects of school adjustment. The quality of teacher-child relationships are also discussed in relation to supporting children and encouraging greater positive behaviour outcomes. Relationships between learners (peer groups) is the focus of the second article by Dan Wilson. In his literature review Dan focuses on the influence of peer groups on individual (personal) achievement and explores some of those factors that may be influencing these effects. The importance of developing positive relationships to support learner well-being, particularly through innovative positive behaviour support programmes, is highlighted in the article by Emma Reveley. Emma reviews the implementation of two behavioural support programmes, Positive Behaviour Supports (PBS) and Positive Behaviour for Learning (PB4L). The final article in this first section looks at another key professional relationship, that of the mentor teacher and pre-service student. Glenn Bodger highlights how key the mentor-mentee relationship is and identifies some strategies that have been successful in navigating the complexity of this relationship.

### Partnerships for Learning

The two articles that are within this theme identify and define the type and nature of the relationship between school and home. They then explore some barriers that may influence parental involvement and strategies that have proven successful in

engaging parents. The first article by Julie Thomas examines the relationship between both home-based and school-based parental involvement and literacy development. The review presents a New Zealand case study highlighting a home-school partnership programme which addresses these barriers with the goal of raising student literacy achievement. The second article by Karen van Gelder-Horgan explores how parental involvement can have a crucial influence on the development and achievement of students. The article also emphasises how teachers can facilitate parental involvement as a means of increasing the achievement of their students. In the final article, Madeline Dickson examines the homework debate in a secondary school setting. Madeline discusses some of the key variables that have significant influence on the impact of student learning.

### Changing pedagogies

Interdisciplinary team teaching (ITT) has been positioned as an important pedagogy to support 21st century education. In her article, Danielle Buick explores why ITT is considered so important and identifies benefits for both learners and teachers. She considers some barriers that may hinder the implementation of ITT pedagogy and then considers those dispositions that will support such an approach. In the second article, the growth of digital technologies in the classroom has resulted in its use as an important pedagogical approach for connected learners. In this article, Annabelle White explores the Technological Pedagogical and Content Knowledge (TPACK) framework as a mechanism for teachers to help understand and evaluate the use of digital technology to support their teaching pedagogies. In the last article in this section, Catherine Edmunds provides discussion around three challenges facing educators as they strive to support inclusion of Gender and Sexuality Diverse (GSD) students in the school environment.

### Assessment

The two articles in the last theme explore challenges of assessment practices. The article by Jessica Compton explores the challenge of assessment practices in an educational landscape that is being shaped more by the globalised nature of skills and knowledge than that beyond traditional core subjects. The challenges associated with shifting both formative and ‘high stakes’ summative assessment from a ‘test taking’ process to one in which prepares learners with the skills and knowledge to operate within a more connected, globalised society that supports a broader, holistic understanding of the learner. The second article by Bethan FitzGerald explores the use of narrative assessment, a learning stories approach, within a New Zealand early childhood context. The affordances of this type of assessment practice are discussed.

The articles selected for this journal reflect the high quality of our ITE graduates and provide an intrinsic value to those engaged in exploring practice through a teaching as inquiry approach.

**Chris Astall, Murray Fastier, Trish Lewis and James Graham**

Associate Editors

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