

Editorial: Reviewing the educational landscape of 2010

Changes in the educational landscape in 2010 – the middle year of the first term of the National-led government – built on those begun in 2009. With the global economic situation worsening in 2010, New Zealand was not alone in seeking efficiencies and value for the taxpayer dollar, and increased accountability measures in the compulsory sector. For instance, in the tertiary sector there was an increasing drive by NZ universities to seek international full-fee paying students through agreements between international institutions and foreign governments. In the early childhood sector there were reduced requirements for all teachers to be qualified. Capped enrolments arguably increased the entry quality of tertiary education students.

New Zealand, along with many similar education systems, introduced mathematics, reading and writing national standards at the primary school level with a focus on tracking student achievement, monitoring school performance and clear reporting to parents/caregivers. Groups already marginalised in the system such as students with special needs, students with lower socio-economic status, and students from ethnic minorities were identified as being at particular risk from the policy. Associated with the focus on student outcomes, there was a continued call for culturally responsive school reform as a strong response to the issue of inequitable schooling outcomes for Māori and Pasifika students. Issues associated with secondary school assessment, specifically with the National Certificate of Educational Assessment (NCEA), continued to challenge the teaching profession by creating tensions between accountability mechanisms and curriculum and pedagogy. Changes to the focus and management of career education in secondary schools alongside the ongoing implementation of the New Zealand Curriculum also affected secondary schooling.

The papers in this issue consider the impact of some of these policies within the education sector during the second year of National's term in office, and link back to historical issues and forward to possibilities for future change. In keeping with the kaupapa of this journal, the papers provide reviews of issues in specific sectors of tertiary, secondary and primary schooling.

Providing an international context for the shifts in student enrolments in higher degrees in Australasian universities, Catherine Manathunga provides a commentary on the implications for post-graduate supervision of international full-fee paying students. She traces the complex issues of power and identity that arise in intercultural supervision and identifies opportunities for supervisors and students working in the global South to create a post-colonial form of intercultural supervision that challenges the dominance of Western approaches to researching and supervision. In particular she draws attention to recent work on Māori doctoral supervision.

Karen Vaughan reviews New Zealand and international policy on career education in light of shifts in the global labour market and responses by governments to ensure students' smooth transition from school to work and ongoing learning. She critiques the management of career competencies for de-industrialised knowledge economies in New Zealand schools and identifies three enduring issues of inequitable access, marginalisation, and lack of fitness for purpose. Vaughan argues that the key competencies of the New Zealand Curriculum provide an opportunity to more fully integrate career education into the school through an overall shift from careers information and guidance *delivery* to longer-term *capability building*.

Drawing on the backdrop of increased accountability measures in the compulsory sector, Martin Thrupp and Noeline Alcorn discuss the media's response to reporting on NCEA results; specifically how school performance is compared through the publication of decile-based "league tables". They discuss the problems with using decile ratings to report performance with the assumption that comparing schools within a decile reflects "value-added" by schools. Thrupp and Alcorn argues that decile-based approaches to reporting are misleading and that practitioners and national bodies such as the

New Zealand Qualification Authority, the Education Review Office and the Ministry of Education all have a part to play in discouraging decile-based comparisons.

Azra Moeed examines how secondary school science teaching practice, specifically science investigation, has been impacted by two major policy requirements – the New Zealand curriculum and internal assessment of science investigation for NCEA. She argues that changes in teacher practice in response to assessment requirements have constrained the approach taken to science investigation in terms its scope and process and resulted in a fair testing approach, while other aspects of science investigation required as part of the aim of investigation in the New Zealand Curriculum, but not internally assessed as part of NCEA level 1, are overlooked.

Within a context of culturally responsive school reform, Anne Hynds and Mark Sheehan critically examine how political debates impact on a school reform process and its sustainability. They use an historical lens to trace institutional racism and race relationships experienced by participants in a culturally responsive initiative that aimed to address educational disparity between Māori and Pākehā. Aligning national events and the implementation of the initiative over several years, Hynds and Sheehan discuss the impact on race relationships between Māori and Pākehā within school communities. They argue notions of racism and other marginalising practices as part of any schooling improvement initiative need to be addressed as factors that impact on student achievement.

The commentary provided in this issue contributes to an analysis of the educational landscape in 2010 and provides a backdrop for future changes in the next parliamentary term. We take this opportunity to thank all our editorial board members as well as our reviewers for their contributions to the journal.

No reira, tena koutou, tena koutou katoa.

Joanna Higgins