EDITORIAL

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In this post-COVID-19 lockdown period, aspirational recovery has progressed beyond a return to past 'normal' practice. Sensing the potential for learning from adaptations introduced under the duress of the pandemic, the proven flexibility and creativity of incredibly responsive educators, the impact of greater freedoms to resource individuals and focused awareness of current learner needs, inspires and requires a review of curriculum and pedagogy. An additional current disruptive impact is the ease of access to Artificial Intelligence (AI) technologies like ChatGPT, creating controversy about its use in schools. Reactions include bans and/or restricted use in Department of Education (DoE) schools within some states (DoE, 2023), yet acceptance in some independent schools (Duffy, 2023) and avid advocacy by early adopters. Tired teachers continue to be challenged by the imperatives of change.

Reflective complex school change processes are informed by an understanding of guiding paradigms. Aston citing Roche (Aston, 2020) asserts "teams … need to periodically reflect on their assumptions about how change happens, and their identity and values, what some call triple loop learning" (para. 1). The loops are reduced in Aston's discussion to three questions. "Are we doing things right? … Are we doing the right things? ... What is right?" (paras. 3,4 &5). These questions are linked to assumptions classified as: operational assumptions ("resources, access, participation … chiefly about the WHAT"), causal assumptions ("events and conditions needed … about the WHY and the WHO"), prescriptive assumptions ("shared norms and values … chiefly … the WHY and the WHO") and paradigmatic assumptions ("belief systems, world views, and philosophies … WHY we do what we do and WHO we want to be?" (para. 8). Change and curriculum reform has in the past motivated professional development by changes in terminology associated with new ways of conceptualising, structuring, naming/referencing existing processes and practices but asserting a new emphasis or theoretical base.

A recent overarching theme is Wellbeing. While an important perspective for employers, employees, clients and community before the pandemic, the experiences of: enforced isolation, differentiated employment conditions—compulsory vaccination, onsite presence or working from home, and income constraints, together with parental responsibility for supervising learning from home, and experienced mental health impacts has emphasised the importance of pervasive intentional wellbeing support across the whole of school community experience.

This TEACH issue includes planned wellbeing supportive responses for educators suggesting whole of school initiatives firstly, being: a primary school focus on friendship (Hills, p. 10), learning from chaplains' COVID-19 perspectives (Williams et al., p 13), seeking crisis information from staff and students (Medbury, p. 23), teacher affective response and reimagining teaching Aboriginal and Torres Strait Islander histories (Williamson-Kefu et al., p. 31), addressing school refusal (Costigan et al., p. 38), and providing pathways to leadership (Williams, p. 46). Secondly, focusing on individuals, teaching critical thinking within a student's learning supports their growing wellbeing by enhanced learning and their choosing better behaviour (Jackson et al., p. 4; Lewis, p. 53).

Bedouw (2023, para 4) shares "when young people identify a purpose in life, it leads to increased happiness, academic performance and resiliency." Even better she offers suggestions for how you can do it. Why not check it out! TEACH

> *"teams ... need to periodically reflect on their assumptions about how change happens, and their identity and values"*

References

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[Photography: Glenys Perry]

Mrs Vanessa Fisher with some of her Year 1 students at Port Macquarie Adventist School. Photo: Tolhurst Creative