EDITORIAL

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Is your staffroom periodically sullen and silent, or spasmodically resounding to aggressive reactionary comment? How does it matter? Are there implications? Twenty-seven percent of a cohort of early career teachers have been identified as "on the path to burnout" or were "worn out" already" (Richardson, Watt & Devos, 2013, p. 240).

This longitudinal study was initiated in 2002 by surveying a group of students beginning their courses in primary and secondary teaching. Watt (as cited in Marshall, 2013, para. 5) comments that their altruistic initial motivations included "wanting to enhance social equity, making a contribution to society, or having a personal interest in teaching and working with youth". However, after eight years in the classroom more than a quarter had become "a dangerous group" (para. 7) reporting greater negativity in their student interaction including the use of sarcasm, aggressive responses, and reacting inappropriately to mistakes. Lack of administrative support and facing tougher emotional conditions than expected, were offered as reasons for this outcome of early imminent burnout and lower quality teaching.

In this issue of TEACH, Gane, researching values transmission and quality of school life in Adventist schools, indicates students consider only half of their teachers care about them, listen to them or reward work well done. Similarly, only about forty percent agreed that teachers try to avoid embarrassing students. What are the influences producing these outcomes? Current concerns for quality teaching (Dinham, 2013; Gore, 2012) assert that findings of negativity, like these, be addressed. Discussion by Gane suggests teachers and system administrators research contextual elements and act to achieve more positive experiences for students.

The concepts of service learning and associated reflection are thematic initiatives offered by authors of this journal as contributing experiences, for both students and teachers, that enhance authentic learning and support quality teaching.

Hinze and Fitzsimmmons, suggest that pre-service, overseas professional teaching experiences (OPTEs), better integrate both personal and professional identity, enhancing commitment to the profession since "doubts and perplexities" are resolved during reflection. Kilgour and Fitzsimmons show e-spaces in learning support student reflection and ownership of learning. In professional practice, Reiger asserts reflection, guided by effective questioning adds value to service learning. Illustrative classroom applications and a typology of strategies, practices and expressions are discussed.

The experiential beneficial outcomes of participation in service for local communities, usually with associated Christian outreach by students and staff, are recounted in sharing "The Road to Bethlehem"; implementing alternative schoolies weeks—Macquarie College's Vanuatu trips; Thiele's explanation of providing literacy experiences for women in developing countries and the recollections of service project participants. Blyde suggests service can "connect the dots". Yet Lockton in a book review, shares warnings that helping can hurt!

Haloviak Valentine sees "Signs to Life" in the insights of reflective reading of the Word, suggesting "the more we are aware of what we bring to the experience, the more we will be aware of the wonder we find there that is beyond us". In the stress of teaching, can the strain be limited by motivations sourced from supernatural grace?

The Word expressed—is our life of service learning. TEACH

> ***"Twenty-seven percent of early career teachers have been identified as "on the path to burnout" or were "worn out" already"***

References

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[Vicki Hill and son Timothy Hill. Photograph: Sydney Adventist Schools]