EDITORIAL

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One doesn't need to be too insightful to realise that teachers should be at the forefront of knowledge and developments in the field of education. A growing number of parents (15.3% since 2021 according to Independent Schools Australia) are choosing to pay for a private school education and therefore our teachers need to provide a quality Christian learning environment. This means not only reading journals such as this one but planning and executing small research projects of their own in their own classroom or school. As reported in Kilgour and Williams (2014), "Without genuine inquiry into the processes of the classroom, the only evidence available to the teacher to drive improvement will be observer feedback and student outcomes." (p. 37)

This edition is largely made up from articles that have been adapted from research papers written by Masters students from Avondale University. Most of these are practising teachers in their first 10 years in the classroom and have lived through school lockdowns during COVID-19 while dealing with all the developments in information technology and the extra workloads in administration and general accountability that seem to be increasing constantly.

It has been fascinating to read and edit these submissions and see the links between them. This gives us a picture into how an early career teacher sees the school as a workplace and wants to find out what can be done to improve it. Hence you will find topics that include good practices in beginning teacher induction, an analysis of teacher stress and the impact of spiritual practices on staff wellbeing, how to deal with students who have experienced trauma, and dealing with student attendance issues.

These young teacher-authors have also shown their concern for the students under their care by researching such topics as: the impact of sleep deprivation on children, the positive influence of music on classroom tone and learning, and the importance of giving students a voice in school policy.

Given that conducting classroom-based investigations is gradually becoming part of teacher accreditation requirements in Australia, for every teacher reading this journal – why not contact Avondale University or another Christian higher education provider and learn how to do impactful educational research and work towards a Masters Degree while satisfying accreditation requirements.

This journal is open to submissions from teachers in all Christian schools. Your submission does not have to be an academic piece. It could be a story from the front lines in schools, an interesting innovation that your school has implemented, or you have implemented in the classroom. If you have stories of where you have been blessed as a teacher in a Christian school and would like to be published in this journal, email me at teach.editor@avondale.edu.au. You can send your submission to me or just write and ask a question. Submission guidelines for the journal can be found at https://www.avondale.edu.au/teach-journal/teach-journal-submission-guidelines/

Wishing you God's continued blessings as you work with students, parents, and the community every day. TEACH

References

Kilgour, P., & Williams, A. (2014). Research: What Potential does it hold for Teacher Practitioners?



Primary teacher and student at Macarthur Adventist College. Photo: MAC image files.

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