

Editorial

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<https://doi.org/10.18296/cm.0201>

This special issue of *Curriculum Matters* opens with a series of thought pieces commissioned by the New Zealand National Commission for UNESCO in which authors draw on their own experiences to examine some of the tensions and complexities of engaging with the themes related to the use of technology, freedom of expression, inclusion, and diversity. Professor Carol Mutch, Education Commissioner for the New Zealand Commission to UNESCO, introduces each author and provides an overview of their contributions to these important debates. I am grateful for Professor Mutch's work collecting and editing this group of authors' work. Anyone who has engaged in academic editing knows that this can be a mammoth task. The UNESCO think pieces are followed by complementary manuscripts from Dr Liyun Wendy Choo and Jack Webster. Dr Choo explores students' ideas about the nature and purpose of learning history in the Singaporean context. Her research engages in thinking about the role of curriculum and history education which also emphasises the limited research on history education in Singapore. Dr Choo makes important claims about the place of history curriculum on national identity. Further, her research is timely in our own thinking about Aotearoa New Zealand's curriculum refresh, and the introduction of the Aotearoa New Zealand's histories curriculum. The final article by Jack Webster bringing us back to discussions about the use of technology in his exploration of digital citizenship education here in Aotearoa New Zealand. In his analysis of *The New Zealand Curriculum* (Ministry of Education, 2015) Webster makes clear the absence of a definition of digital citizenship across learning areas. His analysis highlights varied disciplinary conceptions and approaches to digital citizenship from which he ultimately advocates for the production of "new, innovative knowledge for digital futures".

The publication of this special issue is beyond timely. This year's global "conflicts" have drawn the world into fierce debates about the freedom of expression, human rights, and the role of technology in disseminating information for our consumption. Misinformation has become rampant with images and contrasting narratives demonstrating discrepancies between

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mainstream media and journalists in “conflict” zones in Ukraine and Gaza. We are being urged to call into question what we see and know, and what is the “truth”. As we think locally, nationally and globally curriculum is a powerful part of our reflection on the inclusion or exclusion of particular knowledges, people, and places. This issue makes no claim to resolve such debates, but rather to encourage constructive dialogue about them.

As always, I include a thank you to all researchers and authors for their work in the curriculum space. I also extend a deep thank you to our reviewers whose time and expertise are fundamental to the production of each issue. Your academic service is highly valued. I conclude with what is my final editorial by thanking NZCER Press for the opportunity to have guided the journal for several years. A special thank you to John Huria and David Ellis for their support of my vision and for being such wonderful colleagues. Ngā mihi nui.

Jennifer Tatebe
Editor

Reference

Ministry of Education. (2015). *The New Zealand curriculum*. Author. <https://nzcurriculum.tki.org.nz/content/download/1108/11989/file/The-New-Zealand-Curriculum.pdf>