

Editorial

Issues 36, 37 and 38 were a successful innovation in the use of guest editors and my gratitude to Michelle Prosser Haywood (SEN), Professor Michael Green (well-being), and Aileen Mackey and Janey Irving (Scottish practitioner research) for producing such insightful content. I am open to NAPE members and readers who would like to proffer their services in future guest editions.

In terms of values (which are principles, standards, judgements, worth or desirability), this issue admirably covers this with the lead article from Neil Hawkes who addressed last year's annual Schiller lecture. There are following contributions from those who contributed to NAPE's primary summit 'Visions for the Future'; I am grateful for such illuminating and expert-led content that can only guide practitioners. In reading about such values, I was able to reflect on those that were taught to me by two educators whom I said goodbye to this March.

Grace Roderick was my fourth-year teacher (now Year 6) for 1982-83, someone I never forgot. She read George Orwell's *Animal Farm* to the class and asked what was meant by the USSR. I said it was the Union of Soviet something, (not bad for an eleven-year-old I thought at the time), to which she said it stood for the Union of Soviet Socialist Republics, but more tellingly, that *I should know such things*. For me to *know such things* and *more things*, she would allow me to go to the school library when I had finished my Alpha mathematics scheme, SRA reading scheme and the English comprehension scheme for the allotted time. There I could read and learn purely by my own volition. She taught me that knowledge was accessible, and it was just my own desire to find it, but more important, *to do something with it*. I feel that over forty years later the lesson that children should be taught to understand key global events is still necessary and that they have a *right to know* is far more relevant than a prescriptive curriculum.

John Coe was the indefatigable champion of the child centred pedagogic approach. Recently he was calling more Ofsted's one-word judgements to be reformed; a true champion of primary education something which he would have seen created back in 1944. His value was a relentless call to examine the worth of education and to share that with like-minded educators. John's funeral service guide contained the words of Christian Schiller 'I have been voyaging a long time, but I never thought that I could live to see the voyage get so far forward as it has. So, it may be with you. Not farewell, fare forward, voyagers!' There will be a special Primary First edition dedicated to the writings of John later this year.

I am now in the privileged position to do *something with knowledge* as I hopefully translate it into wisdom, and to carry on voyaging. There are positive values that are to be shared and there are negative values that need tackling. There are issues that children need to be cognizant of in local, national and global situations. Stop and speak against misogyny and racism, modern day slavery, counter poverty, and injustice; level the position of women and girls with men, provide equitably for migrants, consider climate change, sustainability, and water scarcity, construct ethical guidance for the use of artificial intelligence, protect wild animals.

I have this editorial to do such things and to highlight darker values that seem to be alluring to certain, powerful people: harsher nationalism, authoritarianism, soft fascism, and a blatant unkindness to common humanity. Yes, I am sure children in our schools need to know about such things and be able to be equipped to process them and deal with them when they can.

References

Griffin-Beale, C. (1979/1984) *Christian Schiller in his own words*. London: AC Black/NAPE (see pp. 94-106)

To recall your old school books see Old School Reading Books (n.d.) Available at: <https://schoolreading70sbooks.weebly.com/> (Accessed: March 2024)