

EDITORIAL

The four papers in this issue address, in different ways, aspects of teachers' role in education and curriculum. This issue of *Journal of Research, Policy & Practice of Teachers & Teacher Education* consists of papers contributed by scholars from various parts of the academic environment, from a teacher in a school to an international author from Nigeria. Between them, they raise important and emerging issues of teaching and teaching practices; the role of peace education (a much talked about subject but very little written upon); managing curriculum in the primary school; the science acquisition skills of secondary school students and the declining interest in Islamic studies in schools in Nigeria.

The paper 'Fuzzy Delphi Method (fdm): Determining phase for multicultural-based model of peace education curriculum for preschool children' by Noor Amy Afiza Mohd Yusof, Saedah Siraj, Mariani Md Nor and Azli Ariffin investigate the phases and their interrelation towards multicultural-based model of peace education curriculum for preschool children. Their study hopes to endorse and better understand multicultural practices as well as factors that affected these practices.

'Issues and challenges in managing curriculum change in primary schools: A case study of managing Year Four History Curriculum in the District of Kuala Selangor, Malaysia' by Thangamalar Paramasivam and Nagendralingan Ratnavadivel address the management of curriculum change in primary schools. This was done by analyzing the management of curriculum change brought about by the introduction of the History curriculum for the Year Four Primary Schools Standard based Curriculum. Adopting a case study approach, the study used a descriptive-interpretative approach grounded in the qualitative research tradition.

'Science process skills acquisition level among form two students in one district of Sabah' by Nurfarah Dina Kahar and Siti Shamsiah Sani discuss how acquisition level of science process skills are necessary and important for 14 year old students in the secondary schools. This skills are important as it could help enhance students' ability to solve problems and make decisions in their everyday lives.

The final paper titled: 'Moribund enrolment problems of Islamic studies students in Ogun state public secondary schools in Nigeria: Causes and remedies' by Salako, Taofiki Ajani, Bhasah Abu Bakar and Harison Mohd Sidek discussed some challenges pertaining to the declining enrolment for Islamic Studies among students in Nigerian schools. The low job marketability was identified as the main cause. Discussion centered on ways to overcome such challenges through a review of the present curriculum, and to include other Islamic business transactions topics which could make Islamic Studies graduates function well in today's Islamic Banks and Islamic financial institutions.

Papers in this issue have provided insights into the challenges of students in their academic environment, and the roles of teachers working under a wide complex web of educational, schools and classroom contexts. Taken together, they provide useful insights and possible focus for future teacher education and development.

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