

Teachers, Students, and Subject Matter

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Learning to Teach is a journal we initiated in 2012 to give voice to our graduate students who were learning and writing about teaching. As we thought about the type of articles our students would write and that others would find valuable to read, we were inspired by Hawkins' (1974) triangle of I (teacher), Thou (student), and It (subject matter). As students of teaching, it is valuable for our teacher candidates to explore ideas that will prepare them to think about how teachers and students interact with subject matter. Hawkins proposed thinking about I, Thou, and It as a way to respect students as learners in their interactions with teachers. As graduate students, it is valuable for our authors to have a framework to ground their ideas within the profession. Ball and Forzani (2007) use the instructional triangle to argue that the study of interactions among teachers, students, and subject matter is at the core of educational scholarship. These are powerful and compelling ideas. As teacher educators and editors, we are guided by these ideas as we focus our future teachers and authors to think and write about subject-matter specific interactions of teachers and their students.

Learning to Teach seeks to publish articles that are situated *inside* education (Ball & Forzani, 2007). Hawkins used I, Thou, and It to emphasize that it is the purposeful engagement in a subject to be learned that defines the teacher-student relationship. Ball and Forzani build upon this idea to emphasize the dynamic nature of the interactions within the instructional triangle. They use the instructional triangle to emphasize that it is these transactions that define what is *in* education. On occasion we are asked why we do not publish articles about general issues such as school organizational structures or philosophical ideas about education that transcend any specific subject matter. Surely, these issues are important for teachers. We agree; these are important matters. But these issues are *related* to education and not *inside* the educational transactions between teachers, students, and subject matter. Similarly, we may be asked why not publish strategy ideas such as management hints, activity ideas, or lesson ideas. Again, we agree these can be useful. We remain focused, however, on the goal of uniting theoretical and research grounded ideas with the practice of interacting with students as they are learning subject matter. This means authors are asked to ground their essays within the scholarship that informs the interactions of teachers and students with subject matter within environments for learning.

Learning to Teach is a platform for new teachers to share their thinking – thinking that explains, enhances and deepens understanding, and prompts development of engaging and effective practice. Although the journal targets teachers as authors, its intended audience is anyone concerned with matters *in* education. Work *in* education seeks to improve and unites practice and scholarship (Ball & Forzani, 2007). It is to this end, that this journal exists.

References

- Ball, D. L. & Forzani, F. M. (2007). What makes educational research “educational”? *Educational Researcher*, 36(9), 529-540.
- Hawkins, D. (1974). I, thou, and it. In D. Hawkins (Ed.), *The informed vision: Essays on learning and human nature* (pp. 48-62). Agora Publishing. (Original work published in 1967)