

# Education as Change

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## EDITOR

Elizabeth Henning – University of Johannesburg

## MANAGING EDITOR

Katalin Morgan – University of Johannesburg

## Aims & Scope

*Education As Change* was founded in 1998 at the University of Johannesburg when the South African educational reform process needed a publication that would speak to the many changes envisaged by radical policy initiatives. The Journal has published critical interpretations of these reform efforts. Since then the Journal's direction has changed to the advancement of theoretical knowledge about education practice. The focus is on what happens in school classrooms and school communities. Contributions are published mainly in the form of original theoretical works and empirical research articles, as well as literature reviews, book reviews, short communications, and letters containing fair commentary on previously published articles.

*Education As Change* is a peer reviewed, nationally recognised and accredited publication. More recently, since December 2008, the Journal has been included in Thomson Reuters products and custom information services, back-dating to 2007, Vol. 11 (1) and is thus now also internationally accredited.

## Instructions for Authors

Articles and other material submitted should be original contributions and should not be under consideration for any other publication at the time of submission to *Education As Change*.

All submissions should be made online at the *Education As Change* [Manuscript Central site](http://mc.manuscriptcentral.com/redc) (<http://mc.manuscriptcentral.com/redc>). New users should first create an account. Once a user is logged onto the site submissions should be made via the Author Centre.

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files authors will then be able to define the non-anonymous version as “File not for review”.

The usual turn-around time between submission and, if successful, publication, is about 6-8 months. Authors are welcome to contact the editorial office if they require further details or wish to enquire about the progress of their submissions. In the first review authors can expect a response from the Editors within a month, indicating that the article has been forwarded for review, or that it is not suitable for publication in this journal.

Use of language, especially for South African authors:

In the spirit of advancing original and innovative research, we encourage authors to steer away from “policy discourse,” unless it is the object of the research. Terms such as “learner” and “educator” are ideally substituted with ones like “pupils”, “students” and “teachers”, especially when referring to individuals and when not using the terms in a more generic discourse context where these categories would be valid. For the same reason we also discourage the use of acronyms and other policy abbreviations that assume the cultural knowledge of the context. South African authors, please be considerate to international readers when using terms such as “model C schools”, “NCS”, “SGB” etc. by explaining what these refer to. Even better would be to use alternative terms that describe the function of the phenomenon or object instead. Other deep-rooted and typically South African 'habits', such as categorising people according to race and ethnicity, unless pertinent to the research itself, are also discouraged. Fashionable terms such as "diversity", "previously disadvantaged," "designated groups", "township," and so forth should be explained to the readership. When referring to ethnic groups or languages, these should be contextualised for readers who do not know the ethnic and linguistic composition of the country. Unless the country's recent history is central to the research, we also do not advocate writing an introduction that gives an overview of such history, coupled with the policy changes in education, before addressing the topic of the manuscript.