This issue focuses largely on the teaching of literature and identity: covering class, culture, personal multiple identities as writers/researchers/teachers and critical thinking. The issue opens with Wayne Sawyer’s Garth Boomer address on the important concerns of low SES students in English and the importance of teacher-researcher programs. This paper was delivered at the 2017, Cutting Edge, AATE conference in Hobart and if you did not attend that conference and hear Professor Sawyer speak, I urge you to read this opening paper as it affects most of us concerned with equity in education. This paper reports on research which covers how to intellectually engage low SES students in literature study via mentoring and teacher-researcher collaborative professional learning programs.

Larissa McLean Davies delivered part of the next paper as a keynote in 2016 in the AATE conference in Adelaide and concerns literature and our approaches to teaching it. This topic is always under contestation with debates in the media still claiming that we are not teaching literature. We know as educators of English that this is simply not true- and Larissa and her colleagues show why this continues to be an important issue in the terrain of English teaching. Larissa McLean Davies, Susan K. Martin and Lucy Buzacott’s paper examines current and future uses of Australian literature in both the globalised world and in the Australian secondary English classroom.

The next two papers concern the teaching of creative writing by teachers who are also creative writers. Lena Pasqua explores the importance of creative writing in English against a background of high-stakes testing; which rewards formulaic writing and accurate grammar and textual features of language. In her article, ‘Aiden’s world: exploring freedoms in writing’ she reflects on her own experience as a new teacher/student and writer and the effects these identities have on her role as a creative writing facilitator.

The next paper provides the transcript of an AATE, Cutting Edge Plenary, delivered in Hobart, July, 2017, by novelist and creative writing, Fiona Woods. This article reflects on the changing landscape of teaching creative writing in universities. Those of us who have worked in this environment will find the article’s content and sentiments disconcertingly familiar.

Luke Bartolo’s paper investigates the teaching of film literacy; film grammar and filmic languages. This paper provides some practical suggestions for approaching film study beyond exposition and written responses and instead explores the concept of ‘produsage’, where students respond to film by making media. Although this is not new, it does break the approach down into strategies for English teachers; such as the use of the mini lesson to teach film grammar to students explicitly and then practically applying conceptual knowledge using tablet technologies.

Reconciliation agendas in the Australian Curriculum English: Using postcolonial theory to enter the fray, by Megan Wood Queensland University of Technology, Beryl Exley Griffith University, Linda Knight, examines implications for non-Indigenous teachers and teacher educators working within an agenda of reconciliation in subject English. This paper uses a post-colonial lens to explore the important topic of cultural identities, given the remit of Australian Curriculum: English to contribute to this nation’s reconciliation agenda through one of the three cross curriculum priorities.

The next paper explores critical thinking in subject English. We seldom use the psychological term ‘metacognition’ in English circles, preferring often to think of critical thinking as part of critical literacy skills, although the two concepts should not be conflated as shown in previous discussions in this journal. Metacognition in the English classroom: Reflections of middle years’ teachers navigating the Australian Curriculum: English by Michelle Bannister-Tyrrell and Deidre Clary, however, invites us to think about thinking in English classrooms.

Phil Page’s AATE lifetime membership acceptance speech into the hall of fame has been published here to recognise Phil’s contribution to AATE as treasurer and other educational and literary curatorial roles he has undertaken over the years.

This is my last issue as editor in chief. I have enjoyed my role as editor and thank all the people who have helped each time an issue emerges from the press and arrives in an envelope at your desk. I wish the next Editor-in-Chief, Larissa McLean-Davies all the best in managing a stella new editorial team and hope she enjoys the role as much as I have done over the past two years.

*Anita Jetnikoff*