### Table of Contents

**Editorial**  
Janinka Greenwood  
Tracey-Lynne Codey  

**Finding Te Parenga’: Informing environmental identities through drama**  
*Molly Mullen - University of Auckland  
Sasha Matthewman - University of Auckland  
Leigh Sykes - Hobsonville Point Secondary School*  

**From the darkness comes light: Music as an agent of catharsis, resilience and learning following the Christchurch earthquakes**  
*Patrick Shepherd - University of Canterbury*  

**“The ugly side of drama teaching”: Drama teacher resilience in the face of school productions**  
*Jane Isobel Luton - Macleans College, New Zealand*  

**A proposed model of rehearsal for bicultural Aotearoa New Zealand**  
*Nick Brown - Westlake Boys’ High School, Auckland*  

**Strategies New Zealand teachers use to counter the tension between time and content in the Junior Music Classroom**  
*Rachel Swindells*  

**‘A Muse of Fire’: An investigation of the extent to which personalised learning about Shakespeare can be promoted through active, ensemble-based teaching methods that provoke empathy.**  
*Leigh Sykes - Hobsonville Point Secondary School*  

**How do we develop culturally-responsive contexts and practices in the Drama classroom? A teacher-led innovation**  
*Tracey-Lynne Cody - Massey University  
Rachel Steele - Wellington Girls’ College*  

**I am illiterate, they are educated; what can I say to them?: A playful exploration of the impact of performative presentation of case study data.**  
*Janinka Greenwood  
Mahammad Abul Hasnat - University of Canterbury, Christchurch*