

Editorial

by Steven Hunt

It had been traditional in the old print version of the *Journal of Classics Teaching* for the editor to compose an editorial. This is something I have decided to start up again for the online version, now hosted by Cambridge University Press with support from the Classical Association. There's a particular reason for doing so in this issue (see below); but I think that it is something that I and future editors will continue from now.

This issue contains a special section on Comprehensible Input (CI), written by

a number of well-known practitioners, and independently curated by Keith Rogers. The CI movement is gaining ground in the US, but is little known or understood in the UK. I am indebted to Keith for commissioning the authors of these articles to put pen to paper and record classroom practices and the theory behind them. Because the majority of these articles are written from a US perspective and the US school system differs from that of the UK, I have included a comparison table which I hope is helpful.

This edition of the *Journal* includes the three Roman Society prizewinning PGCE assignments from each of the ITE courses at Cambridge, King's College London and Sussex Universities. I am pleased also to include a number of articles by contributors from outside the UK, from school teachers, university teachers and even a student – who articulates their reasons for studying Classics better than many adults can! It's great to see *JCT* turning into a meeting place to exchange ideas and practices across the world and across teaching phases.

Comparison of UK and US school systems ¹							
Age of student (years)	UK				US		
	School Year name	Key stage name	School type	National examination	School Year name	School type	National examination
4-5	Reception		Primary		Pre-Kindergarten (PreK)	Primary / Elementary School	
5-6	Year 1	KS1					
6-7	Year 2						
7-8	Year 3	KS2					
8-9	Year 4						
9-10	Year 5						
10-11	Year 6		Secondary	GCSE	Fifth Grade	Middle School	
11-12	Year 7	KS3					
12-13	Year 8						
13-14	Year 9						
14-15	Year 10	KS4					
15-16	Year 11		Sixth Form College	AS level	Tenth Grade	Secondary / High School	
16-17	Year 12	KS5					
17-18	Year 13				A level	Eleventh Grade	Preliminary Scholastic Aptitude Test (P-SAT)
					Twelve Grade	Scholastic Aptitude Test (SAT)	

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News and Reports

Submitting an article to *JCT*

The *Journal of Classics Teaching* is the leading journal for teachers of Latin, Ancient Greek, Classical Civilisation and Ancient History in the UK. It originated as the voice of the Joint Association of Classical Teachers in 1963 under the title *Didaskalos*, being renamed *Hesperiam* over the years, and finally *JCT*. It has a broadly-based membership including teachers in the primary, secondary and tertiary education sectors. *JCT* welcomes articles, news and reports about Classics teaching and items of interest to teachers of Classics both from the UK and abroad. If you wish to submit an article, it should be sent to the *JCT* Editor, c/o the Classical Association office@classicalassociation.org.

Articles are welcome on classroom teaching practice or on studies about the teaching and learning of Classics in the UK and abroad and should be up to 7000 words. There should be clear pedagogical or academic content. News and reports of events of general interest to teachers of Classics should be between 1000 and 2000 words.

All articles should be submitted in Arial 12 point, 1.5 line-spaced and with non-justified margins, and should include the author's name and some biographical details. Images, graphs, diagrams and tables should be submitted separately as jpgs or pdfs as appropriate, with an indication in the text where they should be included. In general, *JCT* prefers references to conform to the author-date referencing style of the American Psychological Association (APA). The Editor can supply further details of this referencing style if desired. Please ensure that you have permission to reproduce photographs of pupils or the relevant copyright for images, or give details of the origin of the image used. Recent editions of the journal give a guide to the layout of articles. Copies are available on request.

After submission by the author, the article may be submitted to peer review. The Editor reserves the right to suggest any changes that are felt are needed to be made and makes minor corrections. If major changes are thought to be

needed, the author will be asked to rewrite the section which needs changing. Once accepted, the author is assumed to have assigned the right to *JCT* to distribute the publication electronically. Articles are copyrighted by their respective authors, but if published after electronic appearance, *JCT* will be acknowledged as the initial place of publication.

For the last 50 years *JCT* and its predecessors have been published in hard copy and made available to members of the Joint Association of Classical Teachers. From 2015 *JCT* has been available freely online, supported by the Classical Association. Back issues of hard copies of *JCT* are available from the CA Shop and as downloadable pdfs of individual articles freely online via the Association for Latin Teaching website www.arlt.co.uk.

¹The comparison table is taken from *Teaching Classics with Technology*, published by Bloomsbury Academic (Natoli & Hunt, 2019).