



NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH
TE RŪNANGA O AOTEAROA MŌ TE RANGAHAU I TE MĀTAURANGA

set: Research Information for Teachers
(incorporating *set special*)

GUIDELINES FOR WRITERS

set: Research Information for Teachers is published by the New Zealand Council for Educational Research.

Available three times a year, each issue contains approximately 9–10 articles based on quality educational research which reflect current practices and thinking. *set* reaches most New Zealand schools and is used extensively for professional development over the full educational spectrum.

set also has a growing number of international subscribers.

GUIDELINES FOR CONTRIBUTORS TO *set*

Referees. All articles are refereed by two academics or other recognised experts in the field. All refereeing is “blind”.

Editing. All articles are professionally edited.

Length. 4,500 words maximum.

Content and style. Articles for *set* should be based on quality educational research.

Our readers are primarily teachers and principals, but also include students, lecturers, parents and members of boards of trustees. We need articles that will attract and hold the attention of busy teachers. They may be based on one research project or on a review of several studies in one area. They should be easy to read, and relevant to the classroom. They should provide practical ideas and suggestions for further reading.

- Please keep the audience in mind—stress the implications of your research and its relevance for teachers. If possible, include suggestions about how the findings could be put to classroom use.
- The research procedures/methods must be visible, but not necessarily described in detail. Avoid complex statistics, but highlight the implications of them.
- Articles should be inclusive of Māori students wherever possible.
- Include one or two diagrams and/or simple tables, charts or graphs, if required.
- Keep details for the Notes section.
- Articles may be submitted in English or te reo Māori.

Abstract. Include an abstract of about 100 words.

Key points. Include 4–6 brief bullet points outlining the key points of your article.

Acknowledgements. Include the names of colleagues who have peer reviewed your article.

It is recommended that you seek feedback on your manuscript from a colleague or academic supervisor prior to submission.

References. Use the APA style for references. Please take care to ensure that all references are complete and accurate. For example:

Allington, R. L. (1980). Teacher interruption behaviors during primary-grade oral reading. *Journal of Educational Psychology, 72*(3), 71–77.

Alton-Lee, A. (2004, April). *Improving educational policy and practice through an iterative best evidence synthesis programme*. Paper prepared for The Evidence-Based Policy Research OECD-US seminar, Washington DC. Retrieved 1 November 2006, from <http://www.excelgov.org/usermedia/images/uploads/PDFs/OECD-Alton.pdf>

Fraser, D. (2004). Creativity: Shaking hands with tomorrow. In D. McAlpine & R. Moltzen (Eds.), *Gifted and talented: New Zealand perspectives* (2nd ed., pp. 145–169). Palmerston North: ERDC Press, Massey University.

Glynn, T., Bethune, N., Crooks, T., Ballard, K., & Smith, J. (1989). *Reading recovery in context*. Report to Research Division. Wellington: Ministry of Education.

Iversen, S. J. (1991). *Phonological processing skills and the reading recovery programme*. Unpublished doctoral thesis, Massey University.

Biographical details. Include a sentence or two about yourself and indicate your current position.

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