
Editorial

This year we celebrate thirty years of *set*. First published in 1974, it is one of New Zealand's longest-standing professional development journals for teachers and unique in its accessible presentation of research.

set has always been alert to the key educational issues of the day, and with the interests of its subscribers at heart, has often taken the lead in publishing evidence-based articles on these topics. In recent years, it has been in the forefront of writing on assessment, has reflected the emerging interest in environmental education, has published leading-edge articles on the progress of the numeracy project, and an early exploration of asTTle.

In this issue, we carry on this tradition with a feature section that contains four articles on one of the more recent curriculum innovations - technology. This section has been co-ordinated by Dr Judy Moreland, of the Centre for Science and Technology Education Research at the University of Waikato. Judy writes, "Though *Technology Education in the New Zealand Curriculum* (Ministry of Education, 1995) was mandated in 1999, implementation has not always been plain sailing. Rather, it has been intensely challenging, exciting, and complex. Practices have had to be developed along the way, since curricula, manuals, and lessons from other countries have not always transferred unmodified into the New Zealand landscape. Always there has been the inventive stepping into new, uncharted waters. Nationally and internationally there is a dearth of data derived from studying technology inside everyday classrooms. The papers presented in this issue of *set* are based on research undertaken in New Zealand classrooms. At their heart is the underpinning ideal of enhancing technological teaching and learning. The findings clearly demonstrate that powerful learning is accomplished when children use their hands and minds, through the integration of intellectual and practical abilities." These articles cover the teaching of technology from the new entrant classroom to the senior secondary school. The research highlights some of the curriculum-related issues and provides insights into effective classroom practice.

set has a major role in school-based professional development for teachers. Access to the articles is now easier for schools through the production of *set* on CD which gives subscribers the right to print unlimited copies to use for staff development. There is a further new development this year with the introduction of *set* reprints. Articles on selected topics have been combined into a convenient booklet form for easy reference and discussion. The first topics to be presented in this format are: assessment, numeracy, and writing. More topics will be added to the reprint series during the year.

This year we are adding a further new feature to *set*. From issue two there will be a regular section on assessment, written by NZCER staff. This section will bring you up to date with some of the key developments, discuss important concepts, and provide commentary on some of the issues.

In his editorial for the first issue of *set* in 1974, Director, John Watson wrote, "... the objective is to create a setting in which teachers and research workers may work together to extend their understanding, sharpen their skills, and broaden their concern." Thirty years on this is still a major aim.

Bev Webber
Managing Editor