
Editorial

In this issue we continue to celebrate thirty years of *set*. While *set* has always been a refereed journal it is now officially recognised as such by the Commonwealth Department of Education Science and Training (DEST). This is a fitting milestone for a year of celebration.

We break new ground with the first of what will become a regular feature—Assessment News. Chris Joyce writes about the state of play with the Assessment Resource Banks. Her article highlights the directions that the ARBs are taking as well as some of the current issues in assessment. She outlines the three components of the current ARB project: assessment resource development, research, and assessment services.

There's an article on the history and highlights of *set* researched and written by our editor, Maire Smith. It's fascinating to read about the changes in educational issues through the decades and to identify the ones that are still current. *set* built an early reputation for being up with the issues of the day, and sometimes ahead of them.

In keeping with this reputation, this issue has two further articles on an emerging curriculum area—environmental education. Bronwen Cowie and Chris Eames examine characteristics and achievements of environmental education in New Zealand while Miles Barker and Lynette Rogers suggest that little has happened for the environment in education programmes and propose a three-way categorisation of activities to help facilitate this.

We also include two articles on neglected areas of research—giftedness and non-English speaking students in New Zealand classrooms. Lynda Garrett discusses social-emotional influences on gifted students' motivation and suggests practical teaching strategies and pedagogical approaches to foster the healthy social-emotional development of these students. The student voice is heard as Liyun Zhang outlines Chinese-speaking students' perceptions of what helps and hinders their learning of science in New Zealand classrooms.

There's a light touch too, as we reprint two fables from *set* in the 70s in the He Whakaaro Anō section. How much has education changed?

As always in bringing out a new issue of *set* we need to acknowledge the team of people behind it—the writers and reviewers; and our editor, designer, and printer. We hope you enjoy their work.

Bev Webber
Managing Editor
NZCER