
Editorial

This issue marks the end of our celebration of thirty years of *set: Research Information for Teachers*. We finish the year with a bumper issue: two bonus articles and a competition with NZCER published tests and books as prizes (see pps. 6 and 34).

There are two feature sections this time. We continue the theme of inclusive education from the last issue and there are also three articles on leadership.

The inclusive education theme includes an important article by Janis Carroll Lind and Peter Lind which gives students' views of school and the "safety net" the school can offer those who have experienced violence or other traumatic events. Bereavement can be one of these traumatic events and John Holland reports on research findings which suggest ways of supporting children after a death. The final article in this section is the first to be published as part of the government's early childhood Centres of Innovation initiative. Val Podmore and Jan Taouma describe the innovative practices in transition at a Samoan-immersion early childhood centre. As well as the new understandings of transitions which are emerging from this study teachers have also commented on "the importance of having broader community language support for the children."

The second feature section is on leadership. In her thought-provoking article Viviane Robinson gives an overview of the evolution of leadership and focuses on the move from generic to educational leadership; the shift from leadership style to leadership practice; and the move from a heroic to a distributed conception of leadership. She sees these shifts as good news for educators in that "educational leadership is being taken much more seriously." However, there is a challenge for researchers and practitioners "to identify more of the leadership practices that support high-quality teaching and learning". Jan Robertson continues the leadership theme as she explores the ways in which leadership skills can be developed through a coaching model where people work together in a reciprocal way to set professional goals and achieve these. This model emphasises the principle of the "coach as learner" and the communication skills that are essential for its success. In the final article in this section Richard Smith examines one of the issues that many school leaders have had to consider: the implications of hosting international students in our schools.

The year has provided a rich smorgasbord of articles from a wide range of authors and a variety of perspectives. We hope that these have been of value to you.

The subscribers to a journal are its strength and our thanks go to you for your continued support. Now that *set's* celebration of thirty years is over, it is time to look forward to 2005 and more stimulating, thought-provoking articles from New Zealand and international research.

Bev Webber
Managing Editor