
Editorial

This year we have provided you with a wide range of evidence-based topics, across sectors and across many of the key areas that are of concern and relevance to educators. We like to think that, at times, we have surprised you, challenged you, and affirmed you in your practice. The “thinking pieces” in He Whakaaro Anō have been thought-provoking and asked searching questions: “Who should decide curriculum?”; “What’s wrong with school improvement?”; and, in this issue, “Does numeracy = mathematics?” Food for thought here for several staff discussions!

Articles have been contributed by some of New Zealand’s leading researchers, with some written in partnership with practitioners, and others by practitioners alone. This mix reflects the growing development and confidence of teachers as researchers, and the eagerness of researchers to work alongside practitioners to strengthen the relevance of their research work.

On the last page of this issue you will find a complete subject index of the articles published this year. At a glance you will see the diversity of topics that have been covered and that may meet the professional development priorities of your organisation. There has been in-depth coverage of assessment, literacy, mathematics, and transition. A feature of these topics has been the increasing emphasis on the importance of understanding more about student involvement in, and engagement with, learning and the factors and practices that facilitate these.

We thank you for your support in 2006 and look forward to bringing you more leading-edge research in 2007.

Bev Webber
Managing editor