

# Editorial

Male teachers, school fires, science education, raising possibilities for Māori students, John Hattie on teacher effectiveness—these are all part of the rich smorgasbord of articles in this issue of *set: Research Information for Teachers*. There are plenty of research “calories” here.

The feature section on Māori Achievement, while not offering quick-fix recipes, brings together initiatives that are showing more than promise in raising the achievement of Māori students. All the articles in this section, drawn from different sources and contexts, show the relationship between a kaupapa Māori approach and the enthusiasm and motivation of students. Teacher characteristics are important, as is the connectedness with cultural backgrounds.

There are some challenges in this issue. What are we doing to keep students involved in science? Should we question our assumptions about the role of male teachers? How can we improve the effectiveness of teachers?

Some of the biggest challenges for teachers at present are the implementation of the new curriculum and the implications of this for assessment. NZCER has recently run a series of curriculum conferences: The Collaborative Path to Implementation. In the publication that is now available, the stories of early-adopter schools are woven with emerging research to give ideas and inspiration to others. A recent addition to NZCER’s range of journals is *Assessment Matters*. Articles here explore issues such as assessing the key competencies and reporting against national standards. You can find out more by going to our website: [www.nzcer.org.nz/nzcerpress](http://www.nzcer.org.nz/nzcerpress).

We’ve enjoyed putting this issue of *set* together and hope that the research findings are useful for you.

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