

Editorial

We are at the end of another year and this brings the final issue of *set: Research Information for Teachers* for 2009.

The topics covered during the year have been wide ranging and varied, reflecting the depth of educational research that is happening in New Zealand. Research has kept pace with new developments, particularly in assessing the use and value of technology in the classroom; uncovering insights into science education; and exploring the implementation of the new curriculum. In this issue we highlight the involvement of students in curriculum decision making and the skills of teachers who encourage and enable students to take responsibility for their own learning.

In recognition of the centrality of science (in its many forms) to our lives, we have maintained a science thread in each issue of *set* for the last few years. In the background, NZCER researchers have been busy developing a new science test, *Science: Thinking with Evidence*, for Years 7–10. This test will be available to schools early in 2010. Chris Joyce explains the features of the test in Assessment News on p. 60. She explains that “a science test that focuses on a key competency (thinking) and nature of science ideas requires complex responses from students”. In this way, this test breaks new ground and will be a leader in showing how the assessment of key competencies can be integrated with subject areas.

In publishing *set* we are always mindful of the support of our readers and the support of researchers who continue to make the findings of their research relevant and accessible to teachers.

There is much to look forward to in 2010. We plan to focus on areas of change for teachers in a way that we hope will be helpful. On the horizon are the standards environment, greater use of technology and the continuing implementation of the new curriculum.

Bev Webber
Managing Editor