

Editorial

This year marks the centenary of the birth of Dr C.E. Beeby, NZCER's first Director and later Director of Education. In paying a tribute to him on the occasion of the celebration of the first Beeby Fellowship award William Renwick, former Director General of Education said "His appointment as its first director was, for him, a leap into the unknown. The initial funding for NZCER was for five years, and the thrill of setting up a new research organisation was thus tempered by the possibility that before long he might himself be an unemployed talent in the job market. He put the unmistakable stamp of his personality and thinking on the Council's policy for educational research during his four years as director One of his legacies to NZCER has been the highest standards of editing and book production."

In this issue of *set: Research Information for Teachers*, Geraldine McDonald, former Assistant Director of NZCER, explores some of the themes from his life and career and shows how his vision for the education system has been of enduring benefit to education in New Zealand.

NZCER remembers the work of Dr Beeby through its annual award of the Beeby Fellowship which provides an opportunity for the recipient to write about, and have published, their description of an innovative programme they are involved in at their school. This year, a media award, the NZCER Beeby Media award, has been established to recognise excellence in educational reporting.

In announcing the award NZCER's Director, Robyn Baker, said "His contribution to New Zealand education and to establishing its national research organisation was outstanding. His thinking

helped create a progressive education model and provided the base for some of today's innovative developments."

Whakaaro anō takes up the issue of the potential impact of a recent High Court decision on education for children with special needs. Cathy Wylie analyses the situation.

The Numeracy Project is the focus of this issue's feature section. This Ministry of Education driven project is the result of several years work spent in developing a comprehensive numeracy policy and strategy which covers mathematics learning across all levels of the compulsory schooling system. The project aims to provide a programme which is based on identifiable progressions in children's development of number concepts and which has problem solving at its heart. Five articles cover: research into how children develop number concepts; the diagnostic interview used to assess students' mathematical knowledge and strategies; in-class modelling as a means of professional development; a focus on Cognitively Guided Instruction to provide a framework for children's thinking; and a report on an effective programme for assessing, teaching, and reassessing numeracy with Yr 9 students.

This group of articles provides a stimulating insight into key aspects of the Numeracy Project: the problem solving approach; solution strategies and teacher judgment; the number framework; and the diagnostic interview. Highly recommended reading!!

Bev Webber
Managing editor