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# Editorial

We start another year of *set: Research Information for Teachers* with a group of articles which highlight some of the newer angles of educational research, particularly the parent and student voice.

Key points from new studies on giftedness, a long-neglected area of research and policy in New Zealand, are presented in two articles by Tracey Riley and Brenda Bicknell. They discuss issues of identification of gifted and talented students and highlight some timely findings about in-school programmes and workable classroom strategies.

Another neglected area of research in New Zealand is that of exploring the development of children's creativity. Two articles from the UK provide some interesting insights. These articles are complemented by Noeline Alcorn's caution about the current emphasis on evidence-based teaching practice. Is there a danger that it will stifle children's "imagination and higher-order thinking?" She reminds us that "imagination and mystery" are an integral part of our lives.

The feature section in this issue explores mathematics education across both primary and secondary schools. Of particular interest is Gayle Eyers' and Jenny Young-Loveridge's report of a small-scale study that explores home-school partnerships in mathematics education. There are some important findings about parents' views about the value of learning mathematics; their perceptions of their children's mathematics education; and their involvement in this process.

Assessment News, written this time by NZCER researcher Jonathan Fisher, provides a snapshot of the exciting new features of the redeveloped Assessment Resource Banks' website. The site is now more user friendly, has enhanced search facilities, and more support for formative assessment. A strength of the ARBs is that they provide teachers with a flexible search tool for locating resources that match the needs of their class and their learning programme. There is more to the site, and the potential of the ARBs to support classroom learning and assessment, than can be described in a short article. The ARB team can give you more information and advice. Your first point of contact is Chris Joyce: [chris.joyce@nzcer.org.nz](mailto:chris.joyce@nzcer.org.nz).

NZCER is about to add a new journal to those already offered. Many readers of *set* are already familiar with the *New Zealand Journal of Educational Studies* and the *New Zealand Annual Review of Education*. Towards the end of 2005 another journal will join these: *Curriculum Matters* will bring together, annually, a diverse collection of articles on current curriculum developments and issues. This journal is expected to be of particular interest to teachers and others concerned with researching curriculum; schools considering new curriculum initiatives; and people involved in related development activities.

NZCER is committed to developing partnerships between researchers and practitioners through its co-ordination of the Teaching and Learning Research Initiative (TLRI). Articles in this publication increasingly reflect that partnership and a recently released book *Doing Educational Research: A practitioner's guide for getting started*, written by Carol Mutch of the Christchurch College of Education, will be an important support for teachers wanting to get involved in research or undertaking advanced study courses.

There's a lot happening at NZCER. Watch for our newsletter *Researched*, and keep up-to-date with our activities on our website: [www.nzcer.org.nz](http://www.nzcer.org.nz) We hope you enjoy this issue of *set* and we look forward to bringing you more leading-edge articles in the remaining two issues of the year.

Bev Webber  
Managing Editor, NZCER