
Editorial

This first issue of *set: Research Information for Teachers* 2006 begins what will be a stimulating series for the year. We are fortunate to have writers who bring leading-edge research to our attention and so enable us to pass on to you evidence-based information on issues of emerging importance. Last year we brought you topical research on text bullying and later this year we will bring you so far unpublished research on a key health issue for schools—hand hygiene. Look for this in issue No.2, due out in the middle of the year.

New Zealand is lucky to have researchers of high academic standing who are committed to making their research available and accessible to teachers in a way that can both help to inform and improve practice. These researchers have helped *set* to stand the test of time and to make it one of New Zealand's most widely read professional practitioner journals. It is a tribute to these researchers that they see *set* as a valuable means of getting their findings out to a wide audience—an audience that continues to show, through its readership of *set*, that it values this work. Another encouraging feature for *set* is the increasing uptake of articles for use in tertiary courses, as well as school-based professional development.

That the research we bring you is of high quality is assured by three groups. First by the writers themselves; second by the editorial board of this journal. Their names are on the inside front cover. This group works in the background with little formal recognition, to act as the stimulus for new ideas, content, and features that will enhance the usefulness of *set*. One of the new features for this year will be loose-leaved reprints of articles with an enduring relevance. These reprints will be free to copy for classroom use. With this issue we include “Dusting off the Teacher’s Manuals” from *set: Research Information for Teachers*, No.3, 2004—a timely guide for interpreting student scores. Watch for another new feature later in the year. The third group that is so important for safeguarding the quality of *set* articles is our reviewers. This group of experts reviews all articles with an eye to seeing that the research is both credible and relevant to our readers. Articles that do not meet these criteria are rejected so that only the best are published for you. NZCER is committed to maintaining high quality standards.

We hope you enjoy this “set” of articles.

Bev Webber
Managing editor