
Editorial

We are pleased to bring you the first issue of what we hope will be another source of stimulating research reading during 2008. Wherever there's good research we'll find it (with apologies to TVNZ) and bring it to you. Our aim is to keep at the leading edge of developments in education. In the final issue for 2007 we led the way with three commentaries on the new curriculum and we will keep this focus in 2008.

Early in the year the concern about the shortage of male teachers hit the headlines again. Penni Cushman's research gained a prominent headline and an editorial in *The New Zealand Herald* and was also reported in TVNZ news. In this issue of *set* we bring you Penni's article, "What Principals Want in a 'Male Role Model'".

The feature section, this time on leadership, provides four articles that highlight the outcomes for students of visionary leadership. In each case, principals were willing to think about how things might be done differently and to find ways of implementing ideas and solutions. The article on successful integration of ICT in one school shows a visionary principal who made strategic infrastructural decisions about such things as funding, professional development, and forward planning which supported the view that ICT is a tool that can enhance both teaching and learning experiences and outcomes. In another article, effective bicultural leadership demonstrated how the use of the traditional process of hui whakatika was used to avoid suspension and have a lasting effect for students who, otherwise, may have continued to be at risk. The final case study describes one school's approach to achieving flexible timetabling. Adapting the traditional timetable structure to try and make space for deeper learning was part of the 21st-century vision. Students reported greater engagement with learning as a result, and there was evidence of improved attendance.

Terry Crooks is an important and influential voice on assessment matters in New Zealand. We are fortunate to be able to publish an interview with him in which he highlights some of the features of good assessment: focusing on what really matters; helping students develop rather than judging them; and the importance of "on-the-spot" feedback.

We've enjoyed putting this issue of *set* together and, as always, are very grateful to our editorial board, the authors, and the reviewers, all of whom contribute to maintaining the quality of *set* as a leading research journal for practitioners.

Bev Webber
Managing editor