
Editorial

This has been an excellent year for *set: Research Information for Teachers*. We have received positive feedback from our readers; researchers have provided us, often unsolicited, worthwhile and thought-provoking items for publication; and our reviewers have ensured that the usual high quality of articles has been maintained.

The purpose of *set* has always been to make academic research accessible, interesting, and relevant for teachers. It is a tribute to researchers throughout New Zealand that they support this aim, while continuing subscriber numbers reflect teacher appreciation of their work. The combination of researchers, reviewers, and readers gives *set* its capacity to evolve and maintain relevance as the challenges of change in education continue.

The subject index on p. 51 shows the range of topics we have covered this year. The focus has been on emerging research that examines some of the issues around the implementation of the new curriculum. Along with this research, we have also featured leadership and the vital role it plays in forward-looking school development; literacy achievement, especially for students with a first language other than English; and in this issue, three articles specifically in science and technology in Years 1–8, that look at the importance of classroom interactions. These three articles derive from a Teaching & Learning Research Initiative (TLRI) project. The TLRI is rapidly becoming an effective way of linking research with practice to the benefit of both groups.

Already we are looking forward to bringing you *set* in 2009. As that is the year that NZCER will celebrate its 75th birthday, there may be some surprises.

Bev Webber
Managing editor