

Editorial

Well, the jacarandas are blooming again in Queensland which means exams are around the corner for many people, but to me it means I'm racing against time to get the journal out before everyone shuts up shop (mentally and physically) for the school holidays.

We will continue to try to move the timelines forward for the journal, but this requires cooperation from you - our potential contributors. Before you close down operations this year make a resolution (a New Year's one?) to make a start on a paper for next year while you have the energy and enthusiasm (is there any left at any time of the year these days?).

As a result of a change of jobs, I will have an associate editor next year to help ensure we are able to meet deadlines and perhaps whip up (not literally!) increased contributions. Robyn Gillies will assist me (and vice versa), and for those of you who have followed the contents of previous journals, you may realise that Robyn has been a prolific contributor and is very keen to help push the journal forward. Her current position in the Department of Education at the University of Queensland sees her ideally placed to promote the research aspects of our profession, in particular. Also as a long-serving guidance practitioner, Robyn has a very practical focus to her research interests (see her article in this edition).

The papers in this edition commence with a timely review of the current status of school psychological and guidance practices throughout Australia, written by Whitla (AGCA President), Walker and Drent.

The paper by Frydenberg and McKenzie looks at the essential role of feedback in brief counselling training programs, and how students can be helped to be more self-critical. Gillies reviews a range of action research strategies which may assist guidance counsellors to make decisions about the development, improvement and continuation of specific programs in schools. Hay illustrates a practical example of action research with a very specific population - women returning to study - and makes recommendations which should improve the enrolment and perseverance rates of women in distance education programs.

Hatswell and Tiffen provide a discussion of the importance of relating assessment approaches to all areas of the student's life to ensure intervention strategies are relevant and comprehensive. Watson provides a 'blast from the past' with a discourse on the insights and strategies developed by Fritz Redl forty years ago to deal with 'children who hate' - highly aggressive children who appear to have few normal controls on their behaviour. And, finally, Penn, Stephens and Quadrio bring us back to the reality of doing it at the school level - a stepwise approach to establishing an integrated Year 1/2 class of students containing a higher than usual number of students with intellectual disabilities, and how it worked.

Have a good Christmas and keep those contributions rolling in.

John Carroll