

## Editorial

Margaret Kiley

This volume has so much of interest that I have decided to keep the Editorial very brief to allow for additional papers to be included. However, one snippet of news for all potential contributors, refereed articles in *New Horizons in Education* are now recognised by the Australian Department of Education Science and Technology (DEST) for publication recording and accounting.

This volume of *New Horizons in Education* begins with a very powerful paper written by Professor Brian Caldwell. The paper was presented as a Keynote Address at the Annual General Meeting and Conference of the Australian Forum of the World Education Fellowship, held at La Trobe University on 28 February 2004. Professor Caldwell acknowledged that the paper was presented as a celebration of the achievements of William Oats, Headmaster of The Friends' School in Hobart from 1945 to 1973 and former President of the New Education Fellowship in Australia. Not only does the paper provide a fascinating historical perspective of the World Education Fellowship, but also it outlines how the Association is very well placed to contribute to critical educational debate in the coming decades.

Readers will be interested to read two reports from the WEF International Conference held in Mumbai, India in January this year. The first by Judith Ann (President of the SA Section of WEF) captures much of the feeling of the conference as she tells of her meeting with a friend from many years ago. The report by Denis Feeney, (National Secretary of WEF Australia) gives an excellent overview of the program and main speakers.

Feeney refers to a paper by Professor John Stephenson of the International Guiding Committee. There was not room in this edition of the journal to reproduce the whole paper and so I have included a few excerpts below.

Stephenson outlines a new direction for WEF as he says:

We are now at the beginning of a new century in a new Millennium...The time is ripe for WEF to review its position and its future. Are the challenges it faces too great for its capacity to contribute? Are its values and programmes capable of attracting sufficient new blood to sustain a meaningful contribution through the next 80 years? What should New Education for the 21st Century look like? We urgently need answers to these questions.

**It is hereby proposed** to the WEF Guiding Committee meeting in India (and online) that we should use the opportunity of the run-up to the as yet unplanned international gathering in 2006 to motivate all our membership and Sections to participate in local, national and international activities that will:

- review, recognise and celebrate our history and achievements to date;
- articulate our educational values in the context of the 21<sup>st</sup> century;
- formulate an agenda of action consistent with those values that will excite and attract attention and support.

The next two years should see the unfolding of a programme of discussions, conferences and activities aimed at the above three tasks, drawing on the commitment and expertise of all current and potential members. The Guiding Committee should give the lead in providing support and co-ordination; the

Sections and members at large should be the powerhouses. The outcome should be the 2006 conference, which should be used as a platform to publish and celebrate our achievements and launch the New Education for the 21st Century.

A peer refereed article by Margaret Brannock titled *Beliefs about toddlers' learning and practices during routines* sits between presentations by Anne Redell and Margaret Henry to the Queensland Section of WEF on issues related to child care. The study discussed by Brannock examined child-care group leaders' beliefs about how children learn and what group leaders can do during daily routines to enhance this learning.

Due to lack of space, the Bassett Oration by Professor Colin Power has been held over to the next edition of the journal.

Margaret Kiley

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