NOTES FOR CONTRIBUTORS

The Editors invite submissions of papers related to the aim of Change: Transformations in Education. Papers will not be considered if they have been published previously or are being considered for publication elsewhere. All papers are fully refereed.

Manuscripts

1. Manuscripts should be typed double spaced on one side of the paper, with generous margins all around. Single spaced manuscripts will not be considered for publication. Three hard copies and a disk should be submitted (see below).

2. For anonymity in the reviewing process, authors' name, affiliations, postal addresses and telephone numbers should appear on a separate covering page.

3. Articles should be approximately 6,000 words in length.

4. An abstract of approximately 150 words should accompany each manuscript.

5. Manuscripts should conform to the style of papers published in Change: Transformations in Education.

6. References should be indicated in the manuscript using the Harvard system, giving the author's name with the year of publication in parentheses. If several papers by the same author and from the same year are cited, then a, b, etc. should be placed after the year of publication. References should be listed in full at the end of the paper in the following format:


7. All figures must be in camera-ready form.

8. Once a manuscript has been accepted, after revision, it must be submitted on a microcomputer disk as well as in hard copy. The preferred format is a PC formatted 3.5 inch disk Double Sided high Density. The required data format is in Microsoft Word 2000 or earlier.

9. Manuscripts not conforming to the above guidelines will not be considered for publication.

Book Reviews

1. Books relevant to education may be sent to the Book Review Editor, Dr. Nigel Bagnall, Change: Transformations in Education, Faculty of Education & Social Work, University of Sydney NSW 2006, Australia, who will consider soliciting a review for inclusion in the journal.

2. Book reviews must be typed double-spaced, and should be prepared in the style of reviews published in the journal. One copy only of book reviews is required.

Proof

Proofs will be sent to the authors if there is sufficient time to do so. They should be corrected and returned to the editor within three days. Major alterations to the text cannot be accepted.

Offprints

Authors are entitled to two copies of the journal free.
Editorial

Initial Teacher Education: Changing Curriculum, Pedagogies and Assessment
Anne Jasman, Commonwealth Department of Education, Science and Training

The Bachelor of Learning Management (BLM) and Education Capability:
Why we do not prepare 'teachers' anymore
Richard Smith, David Lynch, Jim Mienczakowski, Central Queensland University

'Talking teaching' - the Master of Teaching
Norbert Pachler, Jon Pickering, University of London

Reflecting on an Inquiry, Case Based Approach to Teacher Education:
Findings and Implications
Robyn Ewing, Mike Horsley, University of Sydney
David Smith, Educational Consultant

The Knowledge Building Community Odyssey: Reflections on the Journey
Brian Cambourne, Brian Ferry, Julie Kiggins, University of Wollongong

Both-ways Learning: The development of an Indigenous Bachelor of Teaching
Ross Hughes, Alma Fleet, Jennifer Nicholls, Macquarie University

The Aboriginal Rural Education Program in Teacher Education
at the University of Western Sydney
Terry Mason, Carol Reid, Bob Perry, University of Western Sydney

Cultural Reflection in Teacher Education
Mike Horsley, University of Sydney

Pragamatics and Articulation: A Case Study of (R)Evolving Secondary Education
Wayne Sawyer, University of Western Sydney

Information Technology Across the Teacher Education Curriculum:
More claims than evidence
Tony Loughland, Bob Meyenn, Charles Sturt University