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 APA 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:

   Canberra: Author.

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 2001 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

Retaining Quality Early Career Teachers in the Profession:
New Teacher Narratives
Robyn Ewing & Jacqueline Manuel, University of Sydney

The Reality of Uncertainty:
The Plight of Beginning Casual Teachers
Ann McCormack & Kaye Thomas, University of Newcastle

Creating Graduate, University and Employer Links
Through Research in Supporting the Professional Work
and Learning of Newly-Qualified Teachers
Norman McCulla, NSW Department of Education and Training

Initiation and Rites of Passage: Learning the School Culture
Sandy Schuck, Laurie Brady & Janette Griffin, University of Technology

Significant Others, Teacher Expertise and Education Reform
Karen Sinclair, Charles Darwin University

Use of Web-based Surveys in the Social Sciences:
Practical and Methodological Considerations
Jackie Mikulsky, University of Sydney

Educational Applications of the Expectancy-Value
Model of Achievement Motivation in the
Diverse Cultural Contexts of the West and the East
Setsuo Otsuka & Ian David Smith, University of Sydney

The International Baccalaureate in Australia
and New Zealand in the 21st Century
Nigel Bagnall, University of Sydney