CHANGE: MONOGRAPH 2000

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THE MONOGRAPH SERIES
Change: Monograph is an occasional publication associated with the journal Change: Transformations in Education published by the Faculty of Education at the University of Sydney. The monographs provide an opportunity for graduate students of the University of Sydney to submit reports of their research for publication.

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ABOUT THE PARENT JOURNAL
Change: Transformations in Education seeks to promote discussion of a wide range of issues, themes and problems arising from the varieties of change which now impact upon education at every level, in differing contexts and with enormously varied results. The orientation of the journal is cross-disciplinary and critical. The journal's intended readership is that of educational policy-makers, analysts and activists working in contexts of social and organisational change and development. It also aims to interest professionals involved in the planning and implementation of educational programs across all education sectors nationally and internationally. The journal is published twice a year, in May and November. These two issues constitute one volume. All contributions to the journal are submitted to at least two referees before being accepted for publication.

Details concerning the preparation and submission of articles can be found inside the back cover of each issue of the journal and the monograph.

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Editor’s note

It is with great pleasure and a sense of deep satisfaction that I introduce the first in a series of Monographs showcasing the work of postgraduate research students in the Faculty of Education at the University of Sydney.

Together with the Assistant Editors of the Monograph – Samantha Pickering, Michelle Lee, Victoria Yew and Christopher Shinn, who are themselves members of the postgraduate community in the Faculty – I express our delight at the diversity of themes and topics covered in this our first publication. This diversity is a reflection of the multifaceted nature of research carried out in the Faculty, but it also gives some indication to our readers of the depth and complexity of various theoretical and methodological approaches that characterise so much of the research carried out within the Faculty.

All articles submitted for the Monograph have been assessed by two referees. As Editor I have appreciated the support of the Associate Dean (Postgraduate), Dr Len Unsworth, and the many members of the academic staff who assisted in reviewing papers and assisting authors in the process of improving their work. In a period of enormous intensification of academic work, colleagues have displayed outstanding generosity in devoting time and energy to the tasks involved. The Assistant Editors and I thank them for this.

Of the Assistant Editors I cannot speak highly enough. Their dedication to the multitude of tasks involved in putting this collection of papers together have been truly remarkable. I hope they have found the experience rewarding and productive.

MARJORIE O’LOUGHLIN