

The 1999 National Conference of the Australian Association of Special Education aimed to examine from a number of perspectives the future of special education in the new century, both in Australia and around the world. The conference met these aims, and this issue of the journal shares some of the papers that were presented at this conference. The next few issues of the journal will present other papers presented at the 1999 conference.

Special education in the ensuing years has much to achieve for all students if it is to maintain and extend on the achievement from the years gone by. Special educators over the years have set the standard for all educators. This has been evident, for example, in the area of literacy where effective practices outlined in reports such as *Preventing Reading in Young Children* (Snow, Griffin & Burns, 1998) have been promoted by strongly research originating in special education research.

Special educators, for example, have promoted effective education practices. Mark Cater and his colleagues in recent articles in this journal (e.g., Vol 22, Issues 1 and 2) articulated features of effective special education practices. These same practices while evident in mainstream education literature, are now becoming recognised applicable across a range of education settings and programs.

These examples provide the importance of careful reading and evaluation of the educational research. Special education for years has been underpinned by the results of research and the papers in this journal are published with this aim in mind.

The first paper of this issue was the opening keynote by Professor Jim Ysseldyke at the 1999 National Conference. His work over the years has been outstanding, as demonstrated through

his award for excellence in special education research by the Council for Exceptional Children.

Jim highlights a number of issues relating to the learning of all students in our classrooms. These issues are discussed with wide reference to education systems around the world. While these systems organise and manage special education in a variety of ways, the essentials for effective learning by students has sameness.

The 1999 Des English Memorial Lecture was delivered by a distinguished member of the special education community, Dr. Greg Hotchkis OAM. Greg's contribution to special education in New South Wales, in particular, has been significant and was recently recognised by all Australians when Greg received an Order of Australia Medal. His presentation had a strong message for all special educators, yet raises caution to us all that we needed to be ever vigilant in the new century.

The following two papers are examples of the presentations made at the conference. Ivy Green and Coral Kemp provide a thorough description of a study reporting their efforts in evaluating the inclusion of young students with special education needs. Their paper raises a number of issues about the effectiveness of professional development. These issues/concerns are ever relevant at a time when significant amounts of money are being channelled into professional development activities in school across Australia and New Zealand.

Professor Roy Brown and Jo Shearer provide a thought provoking discussion about the education of students with special education needs, and quality of life. They make a strong argument for inclusive education to be wider than school and the compulsory school years. Their discussion highlights the importance of

being proactive in involving families and communities when working within an inclusive framework.

The four papers in this issue of the *Australasian Journal of Special Education* provide a strong case for continued support for collaborative, special education research. This research needs to be supported by classroom

practices that are student focussed, and teachers, schools, systems and sectors that are accountable for student outcomes.

David Evans PhD  
Editor.

## ***Call for Papers***

### **Special Issue of AJSE**

# **Numeracy for Students with Special Education Needs**

A special issue of the *Australasian Journal of Special Education* will focus on numeracy for students with special education needs. This issue, to be part of Volume 24, will highlight studies reporting findings from studies that further the knowledge of numeracy development for students with special education needs. It is anticipated that papers from Australia and New Zealand, the wider Asia-Pacific region as well further afield will be part of this special issue.

Manuscripts for this special issue should be with Editor by November 1, 2000.

For further details, contact David Evans  
Phone: 02 9772 6552  
Fax: 02 9772 6639  
Email: [d.evans@uws.edu.au](mailto:d.evans@uws.edu.au)