

EDITORIAL

Welcome to the first of three editions of the Australian and International Journal of rural Education for 2013. The recent Third International Symposium for Innovation in Rural Education proved to be extremely successful and many of the quality papers presented at the conference will be published in this journal over the next twelve months.

The first paper in this edition comes from the pens of Aaron Drummond and John Halsey, who are both at Flinders University. Their research, prompted by the removal of the Excellence in Research Australia (ERA) journal rankings, involved determining the quality of this journal by calculating an average citation index over four two-year periods. They showed that this journal's citation index improved considerably between 2009 and 2011.

Timothy Lynch, from Monash University (Gippsland), explores how sport plays a key role in developing relationships between the campus and nearby rural primary schools. His paper also discusses how, as part of this relationship building exercise, pre-service teachers play active roles in teaching. In addition, Tim provides a thorough discussion on the benefits of this program, together with the barriers he encountered.

In our third paper, Nina Evans, Tahereh Ziaian, Janet Sawyer and David Gillham, all from the University of South Australia, discuss their research relating to a pilot study aimed at promoting awareness among university staff and students, of the value of affective teaching and learning. Investigating the impact of engaging in mindfulness meditation, their study showed positive impacts on both students and staff.

Inducting pre-service educators into the education profession is discussed by Robyn Henderson, Karen Noble and Kathleen Cross from the University of Southern Queensland. The authors focus on the Education Commons' initiative, which is based on critical reflection, and report on the effectiveness of this program through the experiences of an early career teacher.

We remain in Queensland for our next article in which Brian O'Neill discusses how a school's success, or otherwise, might be ascertained. Referring to a variety of quantitative data sources and school-specific community/industry partner programs, Brian argues that the definition and measurement of success in Queensland schools should be revisited.

In the sixth article, Judy Nagy and Susan Robinson, from the University of South Australia, consider the appropriateness of metro-centric quality control measures on regionally based institutions and remote campuses. They argue for context-sensitive

measures, which, while measuring quality, consider the context in which higher education is occurring.

Nicole Green (University of Southern Queensland), Genevieve Noone (University of New England) and Andrea Nolan (University of Victoria) discuss pre-service teacher education relating to teacher preparation for rural and remote settings. Two studies are discussed in their paper, the findings of which, together with information derived from the literature review, prompt the authors to suggest a number of recommendations, relating to both pre-service teacher education and early career support, to assist in the move to teaching in non-urban locations.

In our final article for this edition, Rachelle Bosua (The University of Melbourne), Nina Evans and Janet Sawyer (both from the University of South Australia) explore how small and medium enterprises in regional South Australia use their social networks and social media in acquiring knowledge about innovation. Collecting data from twelve such enterprises, the authors found that those involved in small and medium enterprises are underusing these resources and that the provision of educational support may enhance their use.

Towards the end of 2012 Mrs Kim Booby, indicated her desire to step down from the role of editorial assistant. I should like to acknowledge the important role Kim fulfilled over a number of years. Her skills ensured that each edition of the journal was of a high technical quality, and she also proof-read the articles to ensure there were no grammatical and other errors. Kim's contribution was outstanding and on behalf of SPERA I should like to acknowledge her contribution.

Recently, Professor Simone White indicated that she wished to step down from the editorial team, a role which she has undertaken with distinction for the previous four years. On behalf of both the other members of the editorial team and SPERA I should like to acknowledge and thank Simone for her significant contributions during this time.

On behalf of the editorial team I should like to welcome Mrs Emmy Terry as our new Editorial Assistant and wish her all the best in her new role.