

EDITORIAL

Welcome to the first issue of the *Australian and International Journal of Rural Education* of 2014. The first article is from one of our international colleagues, Ali Abdillah, from Indonesia. The article discusses a government initiated integrate early childhood program from the perspective of rural community participation. Effective practices are identified within the paper, with the author suggesting these might be applicable in similar contexts.

Barbara Barter, from Memorial University of Newfoundland (Canada), explores a pilot project, which is aiming to expand rural studies' discourse, local rural knowledge and rural agency. The study is situated within a framework of 'cultural and social resistance to economic globalization.'

In our third article, Rob Cavanagh, from Curtin University, discusses the use of Flow theory to conceptualise student engagement in classroom learning. Data collected are discussed with reference to existing literature, with generally positive results being reported.

Anne-Marie Furney and Carole McDiarmid consider a review of the xsel program, which is used in regional, rural and remote high schools in Western New South Wales. The nature of the program is described prior to discussing the results, which showed that students were very positive about the impact of this initiative on their learning.

In our fifth article, John Guenther (Flinders University), Melodie Bat (Charles Darwin University) and Sam Osborne (University of South Australia) propose different ways of thinking about remote educational disadvantage. In doing so, the authors suggest alternative measures of success for students in remote contexts, which differ from those criteria imposed by the educational system.

School leaders who apply for non-metropolitan appointments are the subjects of discussion in the article written by John Halsey and Aaron Drummond from Flinders University. In an engaging paper, the authors reason that by discovering the reasons and motivations for applying for their current position as principals, recruitment processes of future educational leaders for non-metropolitan locations could be enhanced.

Engaging rural Indigenous students in print literacy is the emphasis of the next paper from Margaret James. She suggests that rural Indigenous children, when they start school, find themselves in an unfamiliar environment, which impacts detrimentally on their educational achievement. Margaret discusses the impact of the Honey Ant Readers, which make the reading context relevant by using familiar Indigenous themes, stories and characters. Early results reveal a positive impact on student learning, together with increasing parental engagement with their children's literacy learning.

In our final article, Judith Miller, Lorraine Graham and Azhar Al-Awiwe, all from the University of New England, Australia, continue their research with late career female leaders. Their data relating to leadership style and experience should be of use at the policy development level.

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