

Editorial

In this issue of the APS College of Educational and Developmental Psychology journal, the *Australian Educational and Developmental Psychologist*, we have continued the tradition of providing an opportunity for the dissemination of high quality research relevant to a range of contexts. By doing so we aim to promote discussion, debate, and prompt the application of psychological principles and ideas in the various settings in which members, psychologists and educators work.

This issue contains four papers reflecting the diversity common in previous volumes of the *AEDP*. The first paper from Lombaerts, Engels, and Vanderfaeillie address the very important issue of how teachers' actions promote self-regulated learning in primary school age students. Using a sample from Europe their findings indicate the relevance of self-regulated learning practices for all the primary school years. They also provide insight into the conception of self-regulated learning by teachers which was consonant with the theoretical framework from which Lombaerts, Engels, and Vanderfaeillie were working. The next paper, by Bright, McKillop and Ryder provides an explanatory review of the relevance and application of the Trans-theoretical Model of change. The authors argue that cognitive functioning and distortions play a major role in the manner in which younger age groups approach change. They bring into question the use of the model with such age groups and suggest that the issues they outline are worthy of further research. The third paper by Frydenberg and Freeman reports on an intervention to increase students' coping. Various forms of data were used to evaluate the effectiveness of the program. Students' and teachers' views on the value and delivery of the program are reported. Importantly, the authors highlight the role of staff in the provision of such programs and the difficulties associated with the targeted, group-based, psycho-educational interventions. The final paper, using a Hong Kong sample investigated learning-to-learn capabilities of students from Hong Kong. Confirmatory factor analysis indicated that the proposed six factor structure of self-concept, effort, reading, self-management, desire and originality. The findings indicate the complexity of gender differences in understanding and enhancing students' capacity to learn. In this edition we are able to present a broad range of topics that are readily relevant to practice and provide the foundation for further research.

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Editor