

**W**ELCOME to the new look edition of the Australian Journal of Guidance and Counselling. This is the first edition that has been produced by Australian Academic Press so I hope you like it. School counsellors/guidance officers and school psychologists play a key role in helping children and young people in our schools and it is important that they are kept up to date with what is happening in the field and in associated areas of research and this edition of the Journal attempts to do that.

I would just like to reiterate that all papers submitted to the Journal are subject to a blind peer review process. In other words, if you decide to send me a paper, I arrange to have it sent out to at least two reviewers who will provide me with feedback on the suitability of the paper for the Journal. The papers in this issue cover a range of topics that I believe will be of interest to many of our readers.

School counsellors often have to deal with very difficult and highly contentious situations and having the opportunity to “talk” to others about their work and the issues they face is very important. In the first paper, Mary McMahan focuses on how the Internet can be used to provide structured supervision support to help counsellors work through some of these issues. The second paper by Ian Hay focuses on a range of psychological factors, including teacher stress, that impact on the consultation process for school counsellors.

In the following paper, Jeanette Berman and Lorraine Graham outline how dynamic assessment procedures can be used to obtain information on students’ cognitive development as well as aspects of their social and emotional functioning. John Barletta and Sally Fuller discuss the debate that rages over the success of different counselling approaches and go part way to resolving this discussion by attributing their success to the working alliance established between the counsellor and counsellee.

Elizabeth Tindle discusses the growing problem of alcohol related birth defects and how the community can support foster families who care for these children. The next paper by Angela Back and Michelle Barker is a study of the issues of self and identity of Chinese students in an Australian high school. They outline how indigenous concepts can be used to assist students to deal with personal adjustment issues. The following paper by Andrew Martin outlines how the lethal cocktail of low self-belief, low control, and a high fear of failure contributes high levels of anxiety, pessimism, and lower achievement among students who ascribe to these beliefs. In the following paper, Michael Faulkner provides an overview of the research on temperament and its impact on the educational context. Cathy O’Connor and Elizabeth Templeton discuss the impact of grief and loss on students and some recommended strategies that can be used. The last paper by Andrea Reupert and Darryl Maybery describes an adventure-based counselling program that aims to improve student behaviour in the classroom.

Finally, I would like to thank the reviewers for their invaluable assistance that helps to ensure our high standards of quality are maintained. I hope you enjoy reading the many diverse articles in this edition of the Journal.

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**Robyn Gillies PhD**  
*Editor*

# FRIENDS

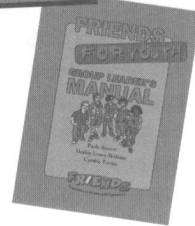
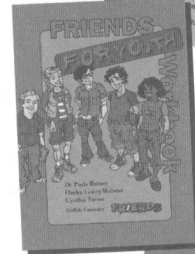
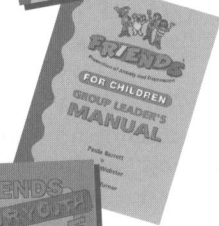
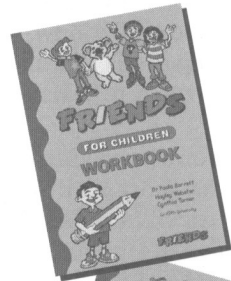
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