

International Recognition for Australian Research

This issue completes the first volume of my editorship of the journal and I would like to thank all the contributors and reviewers for their hard work. There have been some exciting developments with the journal over the past year as we strive to improve the quality and reach of the AEDP. For the first time we have been successful in being listed with SCOPUS and PsycINFO, which ensures that the articles published in the journal are available internationally. This will hopefully mean that many more high quality manuscripts from Australia and overseas will start to be submitted to the journal, which can only increase the standing of the AEDP over the next few years. Currently we are being assessed by Thomson Reuters for an impact factor, but this may take another year before we know if we have been successful in this endeavour.

In 2013, the College of Educational and Developmental Psychologists (CEDP), through the APS, will have signed a 3-year contract to have the AEDP published by Cambridge University Press (CUP). This publisher has recently expanded its operations in Australia and is keen to put valuable resources into the AEDP through its impressive international network of high-quality journals and its enviable market presence. It marks a significant step forward for the journal, as even though CUP has published this issue and 29(1), there was no direct contract with the APS. It is expected that this will be a fruitful partnership and I am excited by this association with Cambridge and the potential marketability of the AEDP as an international journal of quality. From 2013, the journal submission system will be revamped and we will be utilising the industry standard software of ScholarOne, thus providing a much more professional service to all contributors and reviewers. Papers that have been accepted for the journal will now be immediately available online, thus increasing potential citations and ensuring that authors are able to have their articles published in a much faster timeframe.

In this issue we have five articles covering a wide area of educational and developmental psychology. In the first article, Carroll and colleagues discuss the benefits of a cognitive behavioural program (Mindfields) that is designed to improve self-regulatory behaviour in adolescents who are out of the main school system due to various criminal offences. The second article by Lauchlan puts forward a method by which dynamic assessment can be linked to school psychology practice. This arguably offers an alternative, in some situations, to the sometimes limited psychometric approach to assessment. In the third article, Terrett and colleagues use a longitudinal study to highlight the importance of adolescent bonding with the school and which factors are influential in achieving this positive situation. Stanley and Sargisson, in the fourth article, provide an interesting account of educational psychology practice in New Zealand in relation to the different types of referrals, and this is considered in relation to resilience factors. In the final article, Mowbray provides a comprehensive review of issues around working memory and test anxiety, as well as considering the interventions that are currently regarded as being successful.