

EDITORIAL

I am delighted to present the first and “bumper” issue of the Australia and New Zealand Journal of Law and Education for 2004. This issue is characterised by the high quality and variety of its contributions from Australia and abroad. In addition to the important article by Ralph Mawdsley on Teachers’ Rights to Privacy and School Board Control in the International Developments segment, we are able to present a significant article which takes a comparative approach to the issue of supervision of students. The comparative law approach has not been represented fully in the journal to date and it is a measure of the globalisation of law and legal practice in general, and the dynamism and internationalisation of education law in particular, that we find this comparative analysis of the legal position in Australia, Canada and the United States by Paul Babie, Charles Russo and Greg Dickinson. This is another milestone in the development of the journal and one which deserves to be celebrated.

This issue also includes breadth and depth in domestic contributions from members of the academy. Ben Mathews and Kerryann Walsh provide an excellent critique of teachers’ legal obligations to report child sexual abuse under the new Queensland legislation. This is a must-read for all educators in Queensland and all those interested in the area of child protection law in Australia. Professor Frank Bates of the Newcastle Law School has provided a synthesis of recent family law matters in which education law issues arise. Family law is another area of perennial interest for educators and one which is extremely dynamic, so this is a most welcome contribution.

Christopher Kendall and Naomi Sidebotham from the Murdoch University Law School have taken on the thorny issue of homophobic bullying at school, suggesting courses of action for both teachers and School Systems. This topic is of enormous contemporary relevance for education systems and educators and this paper helpfully cavasses both issues and responses. In the case notes section of this issue, we continue our long-running analysis of recent judicial pronouncements. The case in the spotlight is the recent decision in *Clarke v Catholic Education Office*, a disability discrimination in education case, in respect of enrolment. The factual background is very pertinent for all involved in inclusive education initiatives, as it concerns the request by a student for the availability of an AUSLAN interpreter to assist his learning in classes at a Catholic High School. The analysis and critique of this important case is by Mary Keeffe.

As ever, I encourage the readership of this journal to consider submitting contributions for inclusion in future issues of the journal, and also to convey your views about the journal (either positive or negative) to the Editor at any time.

Katherine Lindsay

