

EDITORIAL

With sadness, I pen my last editorial for the *Australia and New Zealand Journal of Law and Education*. My association with the journal and with its parent association (ANZELA) has been a long and productive one. I became the Assistant Editor of the journal in 1997 and the assumed responsibility as Editor in 2000 following Dr Doug Stewart. During these years, the journal has grown and developed as an academic publication with increasing national and international standing and reach. At all times, however, I have endeavoured to reflect both the best of scholarly standards and the interests and needs of the readership.

This final issue under my care illustrates these points only too well. The authorship, as with the membership of ANZELA itself, reflects contributions from the academy (both legal and educational), from members of the practising legal profession, and from educators and administrators from the various sectors. The antipodean articles are complemented by contributions from overseas. A particularly important feature in this issue is the presence of comparative treatments of legal issues, identifying similarities and differences in social context, legislative and policy frameworks and educational practices.

I am delighted in this issue to present the current research of Dr Ben Mathews and Dr Kerryann Walsh on Issues in Mandatory Reporting of Child Sexual Abuse by Australian Teachers. This work is at the cutting edge of interdisciplinary research in the field and will begin to fill the lacunae in current understanding of the implementation of mandatory reporting schemes for education professionals under State and Territory child protection laws. Professors Ralph Mawdsley and Joy Cumming have taken on a difficult topic in their article on high stakes testing and school accountability. Their comparative approach to these issues in the United States and Australia makes interesting and enlightening reading.

Elizabeth Dickson fires her latest beautifully-written salvo in the ongoing debate about unjustifiable hardship in disability discrimination in education laws. She synthesizes current High Court and Queensland jurisprudence on this area, and provides a masterful critique through a lens of policy and education practice.

In another thought-provoking article drawing on comparative material from New Zealand, Australia, the United States and United Kingdom and international human rights law, Sally Varnham explores the right to education for individuals in the context of claims for community safety. "Getting Rid of Troublemakers" is a salutary offering in a violent and litigious world. This is complemented with the Opinion article by Melinda Shirley on the need for conflict resolution mechanisms in Australian Schools, drawing on examples from the Queensland experience.

Important themes of legal liability for bullying and educational employment feature in the case notes by Dr Doug Stewart and Andrew Knott. Whilst the book reviews highlight developments in education law internationally, with reviews of the masterly *The Law of Public Education*, an American tome, and a recent *Introduction to Education Law* for South Africa.

The dynamism of education law is manifest and hugely exciting. I warmly invite all readers to consider making their own contribution to scholarly and professional debate in this discipline by means of a submission to a future issue of this journal.

Katherine Lindsay