Educational assessment, evaluation and accountability

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This issue of *Educational Assessment, Evaluation and Accountability* marks the first step in a dual transition. The first transition is of editorial leadership. The second transition is a new geographical home for the journal. While this issue marks my first as Editor, over the next two issues, my role is simply that of caretaker guiding the final papers from my predecessors' tenure into print. All credit for the global scope and contribution of these papers rests with Professor John McBeath and Lejf Moos. Editorially, this issue and the next mark the end of an era in which John and Lejf expanded EAEA's global readership and authorship and successfully secured ISI index status.

John and Lejf established EAEA as a journal committed to publishing research representing a wide range of methodological and theoretical perspectives. During their editorial tenure, EAEA has published papers from across the globe on a range of topics representing both small and large scale evidence sets. I will ensure that the scope and breadth of EAEA articles remains global and will commit to following their lead and continue to broaden the debates about accountability, assessment and evaluation. EAEA will commit even more strongly to publishing rigorous work that captures the emerging global and local debates and tensions.

The second transition for EAEA is geographical as the journal has migrated to its new academic home at the Institute of Education, University of London. The journal arrives in London with a wave of Olympic and Jubilee-driven fanfare as the city is abuzz with visitors and official celebrations. Whether a supporter of or objector to of either event, it is almost impossible to ignore the influence on the city. This week alone, announcements on the subway began to notify transit regulars of the million extra passengers anticipated to be travelling daily on the underground and bus system. Flags and banners are suddenly adorning the streets. Without precedent, almost all roadworks and construction projects have been suspended. For this short period of calm before the Olympic storm, London is clean, construction-free and full

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of hopefulness for a safe and successful global celebration. It seems that while this is a great moment of aspiration, it is hard to anticipate both the future short and long-term implications of our Summer 2012 in London. As I pause and wait for the fanfare to hit fever pitch, it is also a moment to consider the very real and evidence-based concerns related to such mass gatherings and events on local, national and global levels. Stepping into a new editorship is not without many points of comparison.

The period of editorial transition allows for a period of calm nested within a steep learning curve. A sense of anticipation and aspiration prevail alongside an uncertainty about what lies ahead. It is a time to reflect on the journal's historical legacy, current status and to consider the evolving local, national and global themes emerging on the research and policy horizons. It is also a moment to consider the natural extensions of the journal's existing contributions and commitments and get to know the team responsible for establishing the journal on both review and publishing fronts.

So, as I rest on the starting blocks, I have the honour of introducing an interesting and thought provoking issue of the journal representing a range of methodological approaches and geographical locations. First, Tomul and Savasci explore the influences of socioeconomic status on 7th grade students within Budur, Macedonia highlighting the emerging role of private tutoring and paternal and maternal education. Second, Sun, Youngs, Yang, Chu and Zhao report their work in Beijing and Michigan that comparatively examine the influence of district-level evaluation of school principals on their learning-centred leadership approaches. Third, we remain in the United States for Parylo, Zepeda and Bengtson's small-scale phenomenological analysis of principal perspectives being evaluated. Fourth, Sedova and Svaricek reflect on evidence related to Czech secondary school teachers' patterns of feedback and comment on student work. Finally, Zahedi and Shansaei examine popular English language testing tools and their specific measurement of speaking ability in Iran.

As we continue our EAEA transition and move towards the final passing of the editorial baton, I look forward to working with our global panel of Editorial Board members and publishing colleagues to continue the great work of EAEA. I will strive to ensure that the journal continues to move from strength to strength and maintains a strong voice within the academic and policy communities.