

Editorial

The art work on the cover of this issue of *Kairaranga* was chosen for its theme of global warming – an issue of importance to everyone. Key purposes of the journal have always been to consider human contexts and there is no bigger or more pressing context for the next generation than this.

The theme of human contexts is also followed through in the whānau research in which Berryman and Togo look closely at the family context for Māori children with behavioural needs and the notion of school as marae. Context is also provided by the “We know what you need ...” cornerstone article in which Glynn and Bevan-Brown examine how engaging and interacting easily with Māori in real cultural contexts can develop greater understanding.

The interview with Pat Caswell, who is a pioneering physiotherapist in schools, introduces us to the thoughts of a woman who is an innovator in her discipline. Pat describes in a low-key way how she approached her role and developed it to support young children with special teaching needs as they were gradually mainstreamed into schools. A trio of Auckland authors report the results of interviewing occupational therapists and physiotherapists within the Ministry of Education, Special Education. Stanley considers the impact of an aging workforce and looks at the developmental research to draw some surprising conclusions.

Wearmouth contributes a description of therapeutic practice which aims to view students as having agency over their behaviour in her “Talking Stones” practice article. The client voice is revisited in the article on parental suggestions for facilitating acceptance and understanding of learners with autism. This storied experience could easily be facilitated in the average classroom.

Examples of practice resources are included in the two further articles. “Do you know me?” aims to assist educators of children in early childhood and junior primary schools with a framework to consider concerns and support learning dispositions. The article on exemplar assessment considers current exemplars and relates their purpose to inclusive practice. The authors provide perceptive questions for reflection prior to the development of new exemplar resources.

Enclosed with this issue of *Kairaranga* is a reader survey, which is also available online at www.minedu.govt.nz/kairarangasurvey Please take the time to give your feedback as this will help to further enhance the journal.

With the RTLB conference as our journal launchpad, the customary *Kairaranga* stand will be at the RTLB conference to act as a catalyst for ideas and a point of discussion for further articles that could be written. We hope that readers feel welcome to contact board members.

Noho ora mai, nā
Joanne Cunningham.

¹ The late Ngarangiwakaupoko (Rangātira/Chief of Ngāti Manuhiri, Ngāti Kere) stated this vision for the people. *Māori methods and indicators for marine protection*. Retrieved August 6, 2007, from <http://www.doc.govt.nz/upload/documents/science-and-technical/NgātiKere.pdf>

Kua kai tātau i ngā kai o te māra, i tiria e o tātau tipuna
Me tiri anō hoki tātau, kia whai hua ai ētahi oranga
mō ngā whakatipuranga e heke mai nei

*We have partaken of the food garden, sown by our ancestors
It is time for us to re-sow, to ensure sustenance for the
generations to come.¹*

Kairaranga

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