

Editorial

As New Zealand moves towards more inclusive education systems, where the focus is on increasing the presence, participation and learning of all children and young people, new ways of thinking about teaching and what it is to be a teacher are required. Certainly changes are afoot in this regard. In October 2010, the Government launched *Success for All – Every School, Every Child*. In this document, the Government outlines its vision for a fully inclusive education system where every child and young person is welcome at their local school. This is a very ambitious vision, and with the Education Review Office 2010 finding that only half of our schools are fully inclusive, much work is needed to move our policies and practices to those aligned with inclusive education. However, these things do not occur in a vacuum, and there are other policy and practice initiatives occurring that will ultimately impact upon this vision. The Transformation of the RTLB Service and the release of the working party's report into *A Vision for the Teaching Profession* are two such important initiatives. Recognised in both of these projects is the agency that teachers have to make the difference.

In this edition of *Kairaranga*, the agency of teachers is emphasized. In the first article Berryman and Woller discuss how early intervention services can effectively support Maori children and their families and whanau. Next Peter Coleman challenges readers to re-examine the policy, SE2000 suggesting that it has become a 'de facto' diagnostic framework. In this article, Peter highlights what he believes to be some negative and unintended consequences of the policy, and calls for a scholarly review of it. In the third article, Tracy Riley and Roger Moltzen report on an evaluation of three *Talent Development Initiatives* for gifted and talented students. They highlight the use of participatory action research as a tool for evaluation, where researchers and practitioners work alongside one another. Next, Mike Thomas, Ann Liss and Alastair Milner describe the efforts of a cluster of Resource Teachers: Learning and Behaviour to ensure that annual effectiveness reviews are more than a compliance exercise but a genuine attempt to improve their service to schools. In the fifth article, Llyween Couper describes the work of a group of Canterbury Resource Teachers: Learning and Behaviour. This group met as a 'community of practice' to investigate the way that play in the school playground contributes to the social competence of students and how it can be viewed as an important learning environment for all children. Following this, Angela Ward reports on a study where the role of teacher aides in including and excluding disabled students within mainstream school settings was investigated. In this project, the voices of the students themselves are presented to illustrate some issues around the use of teacher aides in inclusive education.

The use of praise is a common practice for teachers wishing to bring about positive changes in relation to student behaviour. Thecla Moffat describes an intervention that was designed to increase the rate of behaviour specific praise used by a teacher, and the effect that this had on a child who displayed aggressive behaviours. Finally in this edition, Poobie Pillay and Paul Flanagan describe the long-term implications of Resource Teacher: Learning and Behaviour support. In this article, the authors describe a study that explored how students who have received RTLB support were faring after the support

had been withdrawn. This article reports the themes that emanated from this research using the voice of the students who told of their experiences with RTLB and their school.

We hope that readers enjoy this edition.

Nga mihi,

Alison Kearney, for the Editorial Team

Kairaranga

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