

Editorial

At the time of writing this editorial, the Minister of Education, Hekia Parata had just made a pre-budget announcement of a further \$60 million over four years towards the *Positive Behaviour for Learning Programme* (PB4L) which is presently being implemented in some schools in New Zealand. An extra 200 primary and intermediate schools will have access to PB4L, and by 2016 it will be available to all secondary schools in New Zealand. Preliminary findings into the efficacy of PB4L indicate that it is having a positive effect on the behaviour and learning of children and young people, therefore it is pleasing to see a commitment to a programme such as this one.

Where their effectiveness is proven, programmes such as PB4L are important tools in New Zealand's progress towards a more inclusive education system. If inclusive education as a concept is to move from rhetoric to reality, we must all focus our attention and resources on evidence-based practice that provides positive and practical approaches and solutions to increasing the presence, participation and learning of all students. Research over the last 20 or so years has provided us with a wealth of information regarding the barriers and enablers to inclusive education. Now is the time to focus our attention on evidence-based programmes and approaches that will bring about the world-class education system in New Zealand to which we all aspire.

As with all editions of *Kairaranga*, this one is made up of articles that focus on this important objective with a spotlight on the promotion of effective practice and relevant research in inclusive education. Korohere Ngapo reminds us of the importance of Maori language being taught accurately and in the early stages of initial teacher education programmes. The second article by Ivanka Soljan, Yvonne Stangan and Anna Henry, outlines some of the theory regarding reflection, and examines reflection within an 'RTL B Community of Practice'. Mike Ness, Josh Couperus and Matthew Willey provide a critical evaluation of the *Lexia Reading Programme*, followed by an article where Llyweyn Couper, Dean Sutherland and Anne van Bysterveldt explore the place of the school playground in the lives of children with Autism Spectrum Disorder. In the next article, Emma Dobson reviews the Rainbow Reading Programme, drawing on the research evidence to evaluate its validity and reliability as a reading intervention for use by educational practitioners in the New Zealand context.

Research into the schooling experiences of students from cultural minorities such as those in the next article is very scarce. In this article, Heather Smyth contributes to the literature in this area by examining what Somali students in a New Zealand primary school think about their school and the aspects of school which challenge or support their cultural identities. The final two articles in this edition focus on two of the principles as outlined in the *Resource Teachers: Learning and Behaviour Toolkit* (2011). Celeste Littek investigates evidence-based practice and Sandiyao Sebastian explores the ecological approach.

We welcome your feedback about any aspect of the journal, and this can be sent to our email address: kairaranga@massey.ac.nz. We also welcome the submission of your work for publication. We accept practice papers, position papers, research papers and storied experience. Please refer to the last page of each edition for a description of these types of papers, and for instructions on how to submit.

Alison Kearney (for the editing team)

Kairaranga

Editorial Board

Dr Alison Kearney*	Senior Lecturer, Massey University
Carol Watts*	Educational Psychologist, RTL B, Ngaruawahia
Cath Steeghs*	RTL B, Cluster 16
Graeme Nobilo*	RTL B, Practice Leader, Cluster 16
Dr Jean Annan	Research Affiliate, Woolf Fisher Research Centre, University of Auckland
Dr Jill Bevan-Brown	Associate Professor, Massey University
Jo Cunningham	Educational Psychologist, Practice Advisor, MOE, Wellington
Jo Davies	Practice Leader, Early Intervention, MOE
Mere Berryman	Manager, Poutama Pounamu Research Centre, MOE
Merrolee Penman	Principal Lecturer, Otago Polytechnic
Michael Gaffney	Deputy Director, Children's Issues Centre, University of Otago
Paul Mitchell*	RTL B, Cluster Manager, Nawton School, Hamilton
Dr Roseanna Bourke	Senior Lecturer, Victoria University of Wellington
Sonja Macfarlane	University of Canterbury
Dr Valerie Margrain	Lecturer, Massey University
Vanesse Geel	Lead Practitioner, Pakuranga, MOE:SE

* Current editing team

Cultural Advisor

Dr Angus Hikairo Macfarlane	Professor of Māori Research, University of Canterbury
-----------------------------	---

Typesetting, Design and Printing

Design Studio: <http://printonline.massey.ac.nz>

Kairaranga

Two issues per year

Subscription and Submission Information

Kairaranga
Institute of Education
Massey University PN900
Private Bag 11222
Palmerston North 4442
Email: kairaranga@massey.ac.nz

Copyright © Kairaranga Editorial Board, 2009

ISSN 1175-9232

The Kairaranga Editorial Board has made every effort to ensure that all items in this journal are accurate and culturally appropriate. Views expressed or implied in this journal are not necessarily the views of the Editorial Board, Massey University or the New Zealand RTL B Association.