

Editorial

Kia ora tātou and welcome to the first edition of Kairaranga for 2014. If you think that you are suffering from information overload, you are probably right. This month a British newspaper, the Telegraph, reported that we are living in a society overloaded with information where people are bombarded by the equivalent of 174 newspapers of data/facts/information every day. Faced with this amount of information, it might be tempting to switch off and ignore it. For some information, this might not be a problem. However, changing times bring with it the requirement for new knowledge and understandings. If, as Higgins (2009) points out, we are to take our place and participate within society, fulfill our potential and make a positive contribution for subsequent generations, we will need to become life-long learners, open to new information and knowledge. Of particular relevance to readers of this journal is the need for teachers to be life-long learners. However, given the sheer amount of information available to teachers, how do they negotiate accessing information for the purposes of their professional learning?

One of the ways that teachers can access information and learning is through the reading of professional journals such as Kairaranga. Kairaranga is a New Zealand educational journal that highlights evidence-based practice from a range of perspectives and sources including parents/whanau, children, teachers and educational researchers. Currently, Kairaranga is available in hard copy only. We know from feedback that busy teachers and other professionals like to have a hard copy available to them that they can pick up from the lunch room/staffroom table. However, we would be very interested in our readers' thoughts about the journal being available online as well. In this regard, we would like you to provide us with your opinion about this by way of a quick online survey available at this URL:

<https://www.surveymonkey.com/s/MLNKPRS>

And now to this edition. The first article by Robyn Stead examines the principle of cultural-responsiveness, highlighting both the research and practice associated with it. Robyn also provides an historical context in which cultural-responsiveness can be considered. Next, Emma Dobson and Janet Gifford-Bryan examine the theory and evidence that underpins the notion of collaborative consultation in education. They draw on a project undertaken involving the transition of students from two special needs classes to a mainstream context. The importance of teaching phonological-based spelling skills is discussed in the next article by Keith Greaney and Alison Arrow, followed by an examination of reciprocal teaching as an evidence-based practice which is authored by Ruth McAllum. The implementation of evidence-based practices is not always easy or straightforward, and in the next article, Robyn Foster examines some of the major barriers and enablers to their implementation.

Michelle Wetherall examines the Incredible Years Parent and Teacher Programmes that have originated from the work of Webster-Stratton. Here she provides a brief background on the programmes and a critical analysis of the issues as identified in current literature. Finally, Chris McMaster focuses on an overarching theme of this journal, that of inclusive education. In his article, which is based on extensive time in the field as part of a doctoral research project, Chris explores essential core elements that allow inclusion to flourish.

We hope that readers enjoy this edition. Thank you to all our contributors.

Ngāmihi nui
Alison Kearney, for the Kairaranga Editorial Team

Reference: Higgin, S. (1993). Learning to learn. Available at: <http://www.beyondcurrenthorizons.org.uk/learning-to-learn/>

Kairaranga

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