

Editorial

Kia ora tātou

It has long been recognized that our education systems serve some learners better than others. Those who have not been well-served include students from minority ethnic, linguistic and religious groups; students from low socio-economic backgrounds, and students who are disabled or experience difficulties associated with learning and behaviour. New Zealand, along with many countries around the world, is working hard to reduce the disparity and disadvantage experienced by these learners and at least, since the introduction of the policy *Special Education 2000* in 1996, there has been a focus on the creation of inclusive education systems. These are systems of education where *all* students belong and participate, where *all* students are valued and can learn, and where teachers feel confident and competent to meet the needs of *all* learners. It is a system where the personal and social circumstances of students are not barriers to their educational achievement.

However, despite the concerted effort of policy makers, parents, teachers and other educational professionals, inclusive equitable education remains elusive with current data demonstrating less-favourable education and social outcomes for students from some minority groups (e.g. Education Counts, 2014). Some would argue that there are strong forces present within our education systems that act to exclude and marginalise certain students (Slee, 2011). These include (but are not limited to) social factors such as bullying and lack of access to friendship groups, curriculum factors such as lack of access to appropriate and engaging curriculum, and factors associated with teacher confidence and competence. In this edition of *Kairaranga*, each of the papers address one or more of these important factors. In the first article, Lynda Knight-de Blois and Jenny Poskitt present findings from a study that sought the views of junior secondary school students of Pācific heritage about what enhanced their learning. Four themes were identified: engaging teacher behaviour, lessons that stimulated learning, positive student-centred relationships, and teachers respecting student culture. In the second article, Loreto Mattioni, Vanessa Green, Flaviu Hodis and Tegan Lynch report on a study that investigated teachers' and senior school management perceptions of cyberbullying. Most respondents in their study understood what behaviours constituted cyberbullying, however many were unlikely to identify social exclusion as a component of it. The third article by Jane Taylor and Michael Townsend presents a literature review that examines the reasons why friendship is so important to the well-being of children. Recommendations for educator practice are made. Next Anastasia Miliffe explores the concept of child well-being, reporting on a study that explored the well-being views of primary school-aged children. The fifth article in this edition, written by Steve McNeil, explores dyscalculia and highlights some assessment tools for use with students who experience difficulties in mathematics. Teacher competence and confidence in relation to teaching children with high functioning autism is the focus in the following article by Debbie Williams, and the edition concludes with an article by Thecla Kudakwashe Moffat, Binky Laureta and Lata Rana which discusses the challenges of inclusive education in early childhood education and presents ideas on how early childhood teachers can promote equity and social justice in their settings.

We hope that readers enjoy this edition.

Thank you to all our contributors.

Ngā mihi nui

Alison Kearney (for *Kairaranga* editing team)

Kairaranga

Editorial Board

Dr Alison Kearney*	Associate Professor, Massey University Educational Psychologist, RTLB, Ngaruawahia
Carol Watts*	
Paul Mitchell*	RTLB Cluster Manager, Newton School, Hamilton
Cath Steeghs*	RTLB, Cluster 16
Graeme Nobilo*	RTLB, 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 Davies	Practice Leader, Early Intervention, MOE
Dr Mere Berryman	Manager, Poutama Pounamu Research Centre, MOE
Dr Michael Gaffney	Senior Lecturer, School of Occupational Therapy, Otago Polytechnic
Dr Roseanna Bourke	Senior Lecturer, Victoria University of Wellington
Dr Sonja Macfarlane	Senior Lecturer, University of Canterbury
Dr Valerie Margrain	Senior Lecturer, Australian Catholic University
Vanesse Geel	Lead Practitioner, Pakuranga, MOE

* *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 RTLB Association.

Editorial References:

Education Counts (2014). *2014 Achievement information*. Available from: http://www.educationcounts.govt.nz/statistics/schooling/national-standards/National_Standards

Slee, R. (2011). *The irregular school: Exclusion, schooling and inclusive education*. London, England: Routledge.