## **Editorial**

Welcome to the second edition of *Kairaranga* for 2010. From an educational perspective, the year has been an interesting one with the emergence of a number of important issues affecting schools and early childhood centres. As all those who work in education know, these developments and issues need to be interpreted with a key goal in mind – better educational outcomes for all students. As with all editions of *Kairaranga*, this edition is made up of articles that focus on this important objective with a spotlight on the promotion of effective practice and relevant research in special and inclusive education.

In the first article of this edition, Angus Macfarlane, Vivien Hendy and Sonja Macfarlane reflect on the historical events and perceptions associated with children and young people experiencing behaviour difficulties in their lives. They critique and discuss present-day perceptions of these people, and the provisions that are being designed for them. They believe that the discourse around children and young people who experience behaviour difficulties can take on a new and more promising meaning as long as that discourse is genuine about locating manaakitanga at the centre. Jill Bevan-Brown has a similar theme in her article. Here she reports on a study that sought the opinion of parents of children with Autism Spectrum Disorder (ASD) about what content and messages should be included in a DVD about ASD. It is interesting to note that the key messages Jill received from these parents were associated with attitudes of respect and acceptance, and a caring for children and young people with ASD.

The standards debate is one that has been a topic of much discussion this year. In this regard, Keith Greaney and Bill Tunmer challenge readers to consider what they perceive to be gaps in the *Standards* and *Progressions* documents, arguing that there is a 'wait-to-fail' approach being promoted.

Listening to the voice of others and collaboration is a key message in other articles in this edition. Barbara Hannant, Eng Leong Lim and Ruth McAllum present Dynamic Ecological Analysis (DEA) as a model of practice that increases teams' efficacy by enabling the development of more effective interventions through collaboration and collective reflection. Next, Valerie Margrain shares narratives, or learning-informed stories, of young gifted learners, and Annan, Dean, Henry, McGhie and Phillipson discuss three separate responses to crisis events in New Zealand and the place of cultural relevance and sensitivity in recovery. Candice Larson reports on a study that investigated the transition of a child with moderate special education needs to a primary school setting. Finally, Dianne Macdonald, in her article entitled Becoming Educultural: Collaborative projects in the arts, shares a project where students told their school's story through the creation of a mural called Pumanawatanga.

We hope that readers enjoy this edition. Thank you to all our contributors, and thanks to our readers. We wish you all a happy and safe Christmas and New Year.

Noho ora mai, na, The Editorial Team

# Kairaranga

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### **Typesetting**

Multimedia and Design, Massey University College of Education

#### Printing

Massey University: http://printonline.massey.ac.nz

#### Kairaranga

Two issues per year

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#### ISSN 1175-9232

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