## **Editorial**

Welcome to the second edition of Kairaranga for 2015. Monday October the 5th was World Teachers Day, an opportunity to recognise and celebrate the vital role that teachers play not only in the education of our children and young people, but also in the social, economic, and cultural well-being of our societies. The importance of teachers was also highlighted in a recent United Nations publication 'Transforming Our World: The 2030 Agenda for Sustainable Development' (United Nations, 2015). This historic new agenda, signed by all 193 United Nations members, outlines an action plan for sustainable development worldwide and includes 17 goals and 169 targets. One of the goals focuses on education and aims to ensure inclusive and equitable quality education and the promotion of lifelong learning opportunities for all. It is acknowledged that quality teachers who are empowered and valued are critical to the achievement of this goal.

In this edition of Kairaranga, the important work of teachers is highlighted. We begin with an interview with Professor Angus Macfarlane, Professor of Maori Research at the University of Canterbury. In this interview, Professor Macfarlane shares with readers of Kairaranga his journey as an educator, what he sees as the current issues and successes facing education in Aotearoa/ New Zealand, and some wise words of encouragement for all of involved in the education sector. The second article by Jean Annan and Rose Carpenter describes the Learning and Change Network Strategy (LCN), which involved 53 voluntary, networked communities of practice throughout New Zealand and was designed to raise student achievement. Following this, Miriam Crouch provides an overview of the concept of attachment and explores its importance for healthy, secure children and young people. Implications for teachers and others involved in education are also highlighted. Whatu was the metaphor that emerged as a representation of three Māori women educators' pedagogy in the next article by Anne Hiha. In this article, Anne reports on a small kaupapa Māori research project that explored the question: What is Maori women educators' pedagogy? Next, Anne-Marie McIlroy describes the Inclusive Education Capability Building Project and shares the learning journey of some of the members of this project as they engaged in the inquiry process around inclusive practice. The teaching of reading is the focus of the next article, where authors Tamara Senior, Alison Arrow and Keith Greaney report on an investigation into the extent to which teachers of beginning readers in low-decile schools emphasised phonological-based instruction and the relationships between teachers emphasis on phonological instruction and student progress in reading-related skills. Finally, Michael Jacobs reports on an assistive technology tool to support struggling reluctant writers.

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

Ngā mihi nui

Alison Kearney for the Kairaranga Editorial Team

Reference: United Nations (2015). *Transforming our world: The 2030 agenda for sustainable development.* Downloaded from: http://www.un.org/sustainabledevelopment/sustainabledevelopment-goals/

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