Editorial

Mike Sleeman, on behalf of the editorial team

Kia ora tātou,

Welcome to the first issue of Kairaranga for 2023. For over two decades, our editorial team has been dedicated to promoting evidence-based research that benefits ākonga, and more recently, we have expanded our focus to include equity issues across learning support. Our journal has been privileged to receive submissions from a range of contributors, including researchers, kaiako, and other practitioners. We are delighted to see this tradition continue in the current issue. While the topics covered in this issue are diverse, the common thread running throughout is a commitment to supporting both ākonga and kaiako.

This edition of Kairaranga begins with an article by Nicola Leete. Nicola explores one of the key findings from "Thriving at School", a recent report from the Education Review Office, which identified numerous ways ākonga are excluded from schools. She makes connections between the findings in this report and her own research on principals' legal literacy and sets out a series of recommendations designed to safeguard the rights of disabled ākonga.

Violet Highley shares the results of her talanoa-based professional inquiry that examined how we can value, grow, and retain teachers, leaders, and educational professionals with diverse Pacific heritages within the resource teaching service. She identified multiple factors that influence the experiences of Pacific Resource Teachers of Learning and Behaviour (RTLB) within the RTLB service and makes several recommendations.

In the third article, Fiona Mitchell reports the results from a survey that asked educators and whānau to reflect on factors that result in inequitable access to education for autistic ākonga. She explores the ongoing barriers that prevent full inclusivity for autistic ākonga, and the potential lifelong implications of such inequity.

Paul Burland and Mike Sleeman's article presents findings from a research study that explored how well teachers who completed Incredible Years Training (IYT) maintained the use of the strategies they were taught after finishing the programme. They analyse why some strategies were used more frequently than others and identify several factors that contribute to effective IYT training.

The sixth article, written by Suzanne Smith, demonstrates the potential of Universal Design for Learning (UDL) in supporting autistic ākonga. She outlines her process of assisting a teacher in

developing a UDL writing programme for an autistic learner and discusses the positive impact of this programme on the learner, teacher, and other students in the class.

In the final article, Jan McConnell, Katie Pureti, and Daphne Rickson introduce us to Mauri Tui Tuia, a unique professional development programme that harnesses the power of music and dance to support children's social-emotional learning, resilience, and overall well-being. Drawing on their experiences leading Mauri Tui Tuia workshops for early childhood education centres, the authors share some of the insights and positive outcomes that have emerged from this innovative approach.

We would like to thank all of the contributors to this issue, as well as the readers who continue to support Kairaranga.

Ngā mihi nui,

Mike Sleeman on behalf of the Kairaranga editorial team.

KAIRARANGA ARTWORK

The bus bay mural at Kaitaia Primary School greets every visitor as they arrive. It was designed and created by Year 5 and 6 students in 2021, with support from the project lead teacher Tara Josling (from Room 21) and visiting artist Anna Evans.

Kaitaia Primary School opened in 1875. It is the largest contributing primary school in our area. Although Kaitaia Primary is a larger school (approximately 300-400 students) every person in the school is valued for who they are and where they come from. Our teachers acknowledge every student's whakapapa as well as their future aspirations. Our vision is for all our students to be "inspired and resourceful learners for life". Kaitaia Primary School is the Lead School for RTLB Cluster 1.