

Editorial

**Tungia te ururua
Kia tupu whakaritorito
Te tapa o te harakeke**

**Clear away the undergrowth
So that the new shoots
May emerge**

(Henare, Comer, & Thompson, 1991)

In this, our third joint effort, we have taken collaboration to new heights and apprenticed another three willing victims on the *Kairaranga* journey.

Utilising the cooperative learning structure of three stay, three stray, we are rotating around the editorial board to ensure that every member has an opportunity to participate in all aspects of publication. This is proving to be a useful strategy because the network, collegiality and the spirit of *Kairaranga* is being strengthened by this evolving collaborative effort.

A theme running through this issue is a discussion around talents, how they are recognised, uncovered, celebrated and developed.

In Keith Greaney's article we are asked to consider early intervention for children showing slower reading progress prior to six-year-net testing and Reading Recovery Programmes. Debbie Burrows asks us to consider how we would transition students as we gift them on to our secondary schools, hoping that all our work, knowledge and their progress over the years will continue in another setting. Roger Moltzen and Angus McFarlane encourage us to consider the Māori view of giftedness, where talents are viewed as a resource to be shared, a resource to benefit many rather than just the holder of the talent.

Two articles that will have immediate practical application are those by Garth Richie, who discusses metacognition for students with learning disabilities, and Jayne Moyle's work in the field of articulation, which provides useful research data and practical developmental guidelines with specific reference to the mastery of blends in articulation.

In Jean Annan's article "Ecological Practice in Educational Psychology" we begin an ongoing discussion about how ecological theory develops into ecological practice, which is further developed in this issue in an article by Jo Bowler. We are hoping this model of articles following on from each other becomes a trend in future issues of *Kairaranga*.

By working together with colleagues from RTLB, GSE and tertiary institutions we have found common threads from which the kaupapa of *Kairaranga* evolves. An overlap in our professional discussions has been particularly stimulating and we are hoping that by bringing you these articles you will be able to share in this collaborative process with us.

This journal, which coincides with the RTLB national conference in Northland, features an interview with highly respected Kaumatua, Tokararangi Totoro, and also showcases the artwork of Callum Weir, a Year four student at One Tree Point School in Ruakaka. We hope you will enjoy this focus on Northland and its talented people.

Vanesse, Paul, Cath

Kairaranga

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