
Editorial

Timu Niwa, on behalf of the editorial team



Kua hinga he totara i te wao nui a Tāne.

A totara has fallen in the forest of Tāne.

We begin this issue with a special acknowledgement to one of the primary architects of the *Kairaranga* journal, who passed away recently, Professor Angus Hikairo Macfarlane. In her tribute, Alison Kearney warmly remembers Angus as a stalwart of education whose passion for equity and manaakitanga was longstanding across Aotearoa. This shone through in the way he dedicated both his time and aroha to *Kairaranga*. We know his legacy will live on in our mahi and are eternally grateful for his contributions. Haere, haere, haere atu rā, moe mai rā, e te rangatira.

In the first article of this issue, Catherine Barrie explores school leaders' perspectives on the key elements that facilitate the embedding of trauma-aware and neuroscience-informed practices within schools across Aotearoa. Her inquiry identifies five enablers of enacting such inclusive practices: i) challenging the status quo; ii) strong vision and leadership; iii) ensuring practices are inclusive, mana-enhancing and strengths-based; iv) the centrality of connections, relationships, and well-being; and v) sustaining school-wide, trauma-informed practices.

Simon Ashby's article draws from his survey of New Zealand primary school teachers with the aim of better understanding how ChatGPT has affected their practice. His research found that while teachers' use of ChatGPT reduces workload and stress, teachers are also critically conscious of the risks associated with its use. He surmises that teachers are aware of their professional responsibility to ensure measures are in place to mitigate any potential harm and concludes his article with a set of recommendations to support teachers' use of ChatGPT.

Lisa Heke (Te Rarawa, Ngāpuhi, Ngāti Maniapoto) presents a set of pūrākau from four Māori teenage māmā/mothers who shared their varied experiences of support across health, social, financial, education and whānau domains. The research identifies aspects of their support systems that contributed to and maintained their hauora and wellbeing and those aspects that were lacking. Heke's study highlights the need for a more holistic and integrated approach to more positively support Māori teenage mothers.

The final article by Debbie Rickard presents a comparative literature review focused on the effective inclusion of disabled children in early childhood settings. Comparing literature from the 1980s and the 2010s, Rickard identifies shifts within the field around language, social development of, and

attitudes toward disabled children. She concludes that while positive shifts have been made over time, it is iterated that disabled children must have a sense of belonging, see themselves reflected in the early childhood setting, and have strong, positive relationships with teachers to be successfully included.

The issue concludes with a video and transcript of an interview by Nicola Leete with Dr Claire Achmad, the Chief Children’s Commissioner of Aotearoa New Zealand. Dr Achmad shares what led her to take up her current role and describes how she is an advocate for the rights, wellbeing, and outcomes for mokopuna, children and young people across the country. A range of matters are discussed including inequitable access and experiences of education for specific groups of children, childhood experiences of racism, and the importance of student voice in education.

KAIRARANGA ARTWORK



This five-layer diorama was created by **Anika Bair** (Year 7) in 2022.

Anika is from Te Awamutu Intermediate School, a co-ed intermediate school with a roll of just over 500 students in Te Awamutu, Waipa District. If one would be fortunate to visit Te Awamutu Intermediate, you would be pleasantly surprised by the amount and quality of the art displayed in the school. Visitors almost always comment on the warmth, aesthetics and quality of the art pieces. Credit to the art teacher, Lisa Sharp who exposes the students to the New Zealand Art Curriculum over a short two years at the intermediate level.

Te Awamutu Intermediate has had RTLB on-site since transformation in 2012. Currently two RTLB are housed at the school. As the school boasts an LSC, learning support provided by RTLB and the LSC happens regularly within the school to support kaiako better in their mahi. Of late, online PLD is happening more frequently and by doing so a wider audience can be reached. The school’s learning support is a great example of how Te Tuapapa at the Te Kāhui level can work, thereby ensuring the service has a wider reach.