

Editorial

**He aha te kai o te Rangitira. He korero, He korero, He korero.
What motivates the challenged mind?**

It is choices. It is options. It is knowledge.

It is exciting to bring to fruition an issue that challenges underlying paradigms and practices, moving forward to a place where we accept other people's perspectives and all people are included, understood and have a sense of place.

Peter Stanley completes his focus on 'the categorisation of children and youth' that he began in the last issue by drawing our attention to the implications of categorisation for practice. This process of labelling is closely tied into people's use of language and like language, the use of labels allows us to achieve so much, but it can also prevent us from seeing other possibilities. Angela Page describes some models that will support teachers' identification and development of gifted and talented students as now required by the National Administration Guidelines (NAGs), in her article on gifted and talented. *In the eye of the beholder* describes research with a group of under 5-year-olds who are labelled 'precocious readers', and how beliefs influence approaches to assessment for these learners. The article on narrative approaches to educational psychology is based on providing new concepts (tools) and language (labels) to recognise the ecological demands on practice in educational psychology. The article written by Angus Macfarlane promotes the term 'educultural' as a means of reframing and labelling the role of culture in introducing learners to knowledge.

For all the rhetoric about "labelling" we need to examine not only our own ways of looking at the world but also that of the people at the heart of the discussion – those who have been most affected by labelling. Jen Birch shares her personal journey with us in an honest account of her life with the diagnosis of Asperger syndrome.

The interview asks the original editors of this journal about their vision for Kairaranga. The journal's role of reframing practice is described in the interview as including opportunities for RTLBs to share and reflect on fieldwork stories, celebrate practice and see practitioners' names in print. We continue to hold this vision and now share this with the diverse range of practitioners who work in the field of education as well as parents and the learners themselves.

Weaving the threads in this issue has been both challenging and fun. We have included a number of articles on more controversial topics to keep the debate going – see the article on smacking and the role of play in schools.

No doubt there is discussion and learning for anyone who is interested or involved in education at any level. May we as practitioners continue to uphold the values of respect and the courage to continuously adapt and improve our practice.

The retiring editing team (Vanesse, Paul, and Michael) and the new editing team (Graeme, Carol, Jean and Jo) have enjoyed working together on this journal and hope that you enjoy reading and reflecting on the content. Later this year *Kairaranga* subscribers will also receive a special edition of the journal, focusing on the Enhancing Effective Practice in Special Education (EPISE) project.

Michael and Vanesse

Kairaranga

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