

Editorial

This special edition of *Kairaranga* celebrates experiences from the Enhancing Effective Practice in Special Education (EePiSE) programme. Coordinated by the Ministry of Education and running from 2003 to 2006, the goal of EePiSE was to improve students' learning, social, and cultural outcomes by supporting and enhancing teaching practice. Participants included students, parents, whānau, classroom and specialist teachers, principals and other school leaders, researchers, facilitators and school communities. The accounts in this special edition illustrate how research and effective use of evidence, when supported by professional learning and development, led to enhanced teaching practice and improved student outcomes.

Learning for All was the title of the four regional symposia which marked the end of the EePiSE programme. Learning for (and by) all continues as a key theme throughout this special issue with many contributors sharing their presentations from the symposia. Some schools made use of digital media to such powerful effect that any attempt to translate their presentations into prose would lose at least part of the impact. Marking a first for *Kairaranga*, three of these presentations are included on a DVD with this special issue.

Teachers who took part in EePiSE have exemplified the importance of their own learning and of sharing their learning. This occurred in many ways and included leading professional learning and development across their schools, supporting their colleagues to reflect on and make changes to their practice, presenting at the symposia and writing articles for this journal.

The accounts from teachers are complemented by the national and international keynote addresses from the *Learning for All* symposia. They are joined by reflections from the EePiSE project team. Together, the articles illustrate the range and diversity of learning experiences and the multiple levels at which learning occurs.

Just as children and young people have many different starting points for learning, so did the learning communities involved in EePiSE. Participation was a challenge requiring all those involved to demonstrate a level of courage; courage to start the learning journey but also the courage to present at symposia and to develop the articles. This edition celebrates that courage.

The reflections in this special issue of *Kairaranga* remind us that learning is about change, and that change occurs at both individual and systems levels. We hope that schools and wider education systems support the continuation of the learning journeys shared here, and that readers take the opportunity to reflect on their own notions of teaching and learning.

Happy reading!

Alison, Bruce, Cath, Liz, Joanna, Valerie and Vijaya.

Kairaranga

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Liz Brady	Coordinator, Special Edition, Kairaranga
Joanna Curzon	Team Leader – Research, GSE
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Vijaya Dharan	Former Senior Advisor EePiSE Project, GSE

*Denotes current Editorial Board member

Cultural Advisor

Dr Angus H Macfarlane

Typesetting and Design

Typeface, Wellington

Printing

Bryce Francis Graphics, Wellington

Kairaranga

Two issues per year

Subscription Information

- For RTLb: Kairaranga
PO Box 12-383, Chartwell
Hamilton
Email: gnobilo@xtra.co.nz
- For all others: Kairaranga.journal@minedu.govt.nz

ISSN 1175-9232

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