Editorial

Welcome to the first issue of Kairaranga for 2010; we are enjoying our second year working in partnership with Massey University. We feel sure that you will gain a great deal from the depth and diversity of the articles in this issue showcasing the work being done with and for our young people both from early childhood through to secondary school.

We have invited Professor James Chapman to ponder on the challenges and celebrations of his career and describe what he sees as the inspirations for New Zealand’s educational future in his interview with us.

In the following articles we read about the developments of Frameworks of Practice for psychologists working at Group Special Education from Robyn Stead. We get some insight into how SENCOs can work in partnership with Speech Language therapists from Michele Cunningham, and Angela Ward poignantly shares her research about how disabled students may face barriers to their learning and friendships in secondary schools. We are invited by Violet Pou to enter into the world of professional development that is alongside teachers involving them in enhancing their practice. Ian Johnson, now on sabbatical in the UK, describes his research using the Fonetik’s spelling system, and Helen Steven’s describes how the proximity of teacher-aides can improve outcomes for students. To help occupational therapists understand the barriers and facilitators to inclusion from the students’ perspective, Helena Hemmingsson and Merrolee Penman share insights to including the voices and perspectives of students. Finally, Lara Sanderson asks us to consider just how informed consent may be obtained and used in educational settings.

We hope this issue finds you all continuing to strive for better educational outcomes for students and that these articles may provide some further support for your work in partnership with your learning communities.

Cath and the Kairaranga Team