Editorial

Welcome to the second edition of Kairaranga for 2011. A long-standing tradition of the journal is that student art is showcased on the cover of each edition. In relation to the second edition each year, the cover art is sourced from a school where the RTLB conference is to be held. This year, it is Palmerston North. Feedback we receive from readers tell us that these covers are always well received! We welcome your feedback about any aspect of the journal, and this can be sent to our email address at: kairaranga@massey.ac.nz. We also welcome the submission of your work for publication. We accept practice papers, position papers, research papers and storied experiences. Please refer to the last page of each edition for a description of these types of papers, and for instructions on how to submit.

Included in this and previous editions are examples of all of these types of papers. We open with a paper by Anita Johansen, Steven Little and Angeleque Akin-Little that describes a study investigating teachers' perceptions of the cause of school behavioural problems and the effectiveness of positive behavioural interventions. This is followed by a description of one teacher's changing practice as a result of professional learning in the Secondary Literacy Project as told by Rowena Taylor, Kate Parker-Corney and Ken Kiplin. Reported in this article are the substantive changes that occurred for one Social Studies teacher in relation to her reluctant readers. The third article by Rosina Merry, Donna Mitchell and Linda Jones explores Hero Stories, a narrative approach developed to support a child with autism to gain self-control and navigate his world. In the next article, Jill Bevan-Brown introduces readers to a waka tino whakarawea model for evaluating programmes and services for Maori learners. The fifth article by Toia Caulcutt and Vanessa Paki raises important questions regarding the alignment of assessment procedures and practices between Early Childhood and Early Intervention – recommendations for practice are made. Next, Ingrid-Frengley-Vaipuna, Lesieli Kapu-MacIntyre and Tracy Riley discuss the use of Francoys Gagne's Differentiated Model of Giftedness and Talent as applied to Tongan secondary school students in New Zealand. In this article, two case studies of Tongan young women are shared.

Action research is a growing phenomenon in New Zealand schools as a way for teachers to reflect upon their practice with the aim of improving it. The next article describes an action research project undertaken by Kelly Mercer that focused on improving the literacy outcomes for a group of Years 5-8 boys in a small rural full primary school. Finally in this edition, a heart-warming and honest account of what it is like to live with a stutter, as written by Lisa Margrain.

We hope you enjoy this edition and thank you all for your continued support of the journal.

All the best for the remainder of the year.

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Kairaranga

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