

## Editorial

Kia ora tātou

As educators with a concern for the rights and well-being of children and young people, the recent (30 September, 2016) report by the United Nations Committee on the Rights of the Child into how New Zealand is fulfilling its obligations in relation to the Convention on the Rights of the Child will be of particular interest. New Zealand is signatory to the United Nations Convention on the Rights of the Child (United Nations General Assembly, 1989) which is an international human rights treaty that defines the principles and standards for the treatment and status of children. This year, New Zealand submitted its fifth periodic review, which reported on how we are fulfilling our obligations in regard to this treaty. In response to this, the United Nations Committee on the Rights of the Child have made a number of recommendations which, while recognising how much progress has made in some areas, highlights just how much work is still to be done to ensure that all children growing up in New Zealand get the best deal in life. In particular, areas of inequity in relation to minority and marginalised children were highlighted, both in and out of school and particularly in relation to disparities in access to education for these students (United Nations, 2016, C, 15[a]). The New Zealand government has been urged to “strengthen its measure to combat negative attitudes among the public as well as other preventive activities against discrimination and, if necessary, take affirmative action for the benefit of children in vulnerable situations, such as Maori and Pasifika children, children belonging to ethnic minorities, refugee children, migrant children, children with disabilities, lesbian, bisexual, gay, transgender and intersex children ...” (United Nations, 2016, C, 15[b]). The full report can be accessed at [http://tbinternet.ohchr.org/Treaties/CRC/Shared%20Documents/NZL/INT\\_CRC\\_COC\\_NZL\\_25459\\_E.pdf](http://tbinternet.ohchr.org/Treaties/CRC/Shared%20Documents/NZL/INT_CRC_COC_NZL_25459_E.pdf)

Here at Kairaranga, we welcome articles that address the inequities that some students and groups of students face when accessing their right to education. In the current edition, we begin with an article by Wayne Duncan, Angus Macfarlane, Kathleen Quinlivan and Sonja Macfarlane explore the meanings of empathy in the classroom through a cultural lens. They explore the factors that may influence the social and relational development of empathy in a Year 13 classroom from a kaupapa Māori perspective, and discuss how these factors compare with a Western perspective of empathy. The third article explores how interprofessional (IPP) practice teams work together to identify and provide for gifted students with multiple exceptionalities. In this article, Jilly O'Brien, Tracy Riley and Wendy Holley-Boen report on a study that investigated the experiences and understandings of IPP teams who were supporting students with multiple exceptionalities in New Zealand.

In the next article, James Chapman, reports on a two-year longitudinal study involving the *Quick60* Foundation programme for beginning readers. The results are discussed in terms of the benefits of explicit, code-orientated literacy instruction from the outset of schooling. Article five, authored by Anne-Marie Hunt, explores factors for Māori teacher success in Aotearoa/New Zealand with a particular focus on one pre-service teacher education programme. These factors are described in relation to how they can support Māori teacher success, and how they can enhance the design and delivery of teacher education programmes.

Next, Abby Martin reports on the literature regarding Tier-Two behavioural interventions for children aged 5 to 13. She identifies the core components that the research suggests are important to their effectiveness and/or social validity.

Finally in this edition, Jeanne Currie reports on a project that supported learners within a secondary school context using the My FRIENDS Youth Skills for Life Programme.

We hope that readers enjoy this edition. Thank you to all our contributors  
Ngā mihi nui

Alison Kearney (for Kairaranga editing team)

## Kairaranga

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### Editorial References:

United Nations Committee on the Rights of the Child (2016). *Concluding observations on the fifth periodic report of New Zealand*. Retrieved from: [http://tbinternet.ohchr.org/Treaties/CRC/Shared%20Documents/NZL/INT\\_CRC\\_COC\\_NZL\\_25459\\_E.pdf](http://tbinternet.ohchr.org/Treaties/CRC/Shared%20Documents/NZL/INT_CRC_COC_NZL_25459_E.pdf)

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