

Editorial

According to Check and Schutt (2012) it has been traditional for university researchers to be seen as the 'makers' of knowledge, and teachers the 'doers'. What has often occurred in educational research is the 'knowers' would study the 'doers' and any conclusions would be used by policy makers to improve teaching and learning. However, over the last twenty to thirty years, this approach to educational research has been questioned and critiqued. One criticism to arise from this critique is the potential for this approach to exacerbate the gulf that can exist between theory and practice. Another is the growing body of educational research that is not accessible to, or accessed by, teacher practitioners. In response to these criticisms, the notion of teachers as the 'makers of knowledge' has emerged. In particular, the idea of practitioner research and inquiry has grown as a legitimate form of research.

In this edition of *Kairaranga*, readers will see examples of practitioner research and inquiry. This includes a paper by Angela Evans, Alison Arrow and Keith Greaney who discuss a study focused on *analogy instruction* where children develop a system of recognition of shared patterns within words and strategies for applying them to reading and spelling in context. Continuing with the theme of practitioner research and inquiry, Shirley Craig and Judy Allison describe the Boxall Profile as an assessment and intervention framework designed to support disadvantaged children in mainstream schools, and Lesley Burkett discusses the effects of poverty on the learning and behaviour of students. The use of the Ling Sound Test and its relevance in the New Zealand classroom is the topic of a paper by Scott McDonnell, and Miriam Ferguson critiques the use of teacher-aides in New Zealand classrooms, and argues for a careful consideration of their use.

As well as creating evidence by way of practitioner research and inquiry, critiquing current research and practice is an important aspect of the role of the teacher. This is the focus of two papers in this edition of *Kairaranga*. Carol Dickinson and Jayne Jackson describe how they investigated a model of evidence-based practice (EBP) to review a behaviour management programme. Similarly, Rubina Wheeler, a Lead School Principal and Paul Mitchell, an RTLB Cluster Manager, discuss a process of joint cluster review. In this paper, Rubina and Paul describe how two RTLB clusters conducted a review of each other's clusters to inform strategic and annual plans.

Finally, I know that readers of *Kairaranga* will need no introduction to Emeritus Professor Russell Bishop. We were privileged to interview Emeritus Professor Russell Bishop as he embarks on his new adventures in education as an international consultant. We asked him to reflect on his ground-breaking Kaupapa Maori research over many years in the Te Kotahitanga Project in our secondary schools.

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

Ngā mihi nui
Alison Kearney, for the *Kairaranga* Editorial Team

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Research methods in education.
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Kairaranga

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