

# Editorial

**Ehara he toa takitahi,  
Engari he toa takitini**

**Our strength lies not in ourselves as individuals,  
It lies within ourselves as a collective.**

In furthering our collaborative efforts as an editing team, we welcome early intervention contributors and in this issue we highlight some of the work done with our youngest children.

The beautiful cover art is an inspiration to those who work with young children who face difficulties early on in life, demonstrating that they can achieve despite challenges, and that appropriate early intervention is an effective way to help them reach their goals and milestones successfully.

In this journal we feature an interview with Joy Cullen (Professor of Early Years Education at Massey University College of Education). Professor Cullen advocates for inclusive practice in early childhood and values the diverse forms of knowledge and collaboration that both parents and professionals bring in support of our youngest people.

The voice of a child and a parent is an exciting addition to this journal. Bronwyn Julian, a parent, provides valuable insight as she bravely describes her journey through the maze of autism by telling her son, Ryan's story. In our book review section we feature another parent story by Eva Lynn.

Kairaranga is a journal that aims to present different perspectives and challenge thinking, and two articles which do this are "Getting Things to Stick", and part one of "A Case against the Categorisation of Children and Youth". In the first article, young New Zealanders who experience specific learning difficulties give their accounts of the effect labelling has on their lives and relationships, while the author of the second article asks us to think critically about categorisation and its potential effect on relationships. Relationships are also considered when a practitioner needs to give information which they know may be difficult for parents and caregivers to hear. Stephen Robinson provides practical suggestions in his article for doing this in a constructive way.

Challenge and practicalities also feature in the next three articles. Inclusion is more than just being physically present in school or society. Wendy Holley's article challenges us to explore the times we haven't felt included, in order to understand what we can do to help people succeed and contribute in the environment, regardless of their ability or difficulties. The article on relational aggression among year 5 girls challenges us to reflect on this exclusionary and frightening issue and makes us think about which strategies will help children to become happy, contributing citizens. The transition to school article asks us to consider simple yet innovative solutions to set young children on a pathway to continued success and achievement at school.

Sue Nikoia's article enhances our understanding of the need for ongoing quality services, in her discussion of the collaborative way the professional service standards developed. The practice paper written by Jill Ford, encourages us to reflect on our own learning journey as professionals, and the people who support and enlighten us on the way.

Finally we would like to take this opportunity to thank our coordinator of the past two years, Liz Brady, for all her work in making the past issues a manageable reality for the editing team. We wish Liz all the best as she embarks on exciting new endeavours. We also welcome the new coordinator, Valerie Margrain.

We hope you enjoy this stimulating issue and that it both affirms and challenges your educational principles and practice.

Vanesse, Paul and Michael

# Kairaranga

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