Editorial

The indigenous artwork on the cover of this issue of *Kairaranga* reminded the editing team of the first journal cover in 1999, and caused us to reflect on the "grass roots" of the journal. Key purposes of the journal have always included the promotion of effective practice and relevant research in special education. Education is a broad and diverse sector, and the contributions to this journal are an eclectic mix that reflects this.

The "grass roots" theme also highlights that effective practice is not necessarily novel – it is also important that we continue to reinforce sound practices that we assume are universally known, although they may not necessarily be so. Publishing examples of quality everyday practice provides opportunities for us all to reflect on whether there are differences between our beliefs, what we *think* we do, and what we *really* do in our work with children, teachers, families, whānau and communities.

First in this issue is George Middleton's interview with Professor Ted Glynn, who has made a huge contribution to education in New Zealand. Ted modestly discusses how his personal journey has woven with his professional life, and the importance of his bicultural learning. The importance of experiences beyond the walls of a learning institution is reiterated in the following two articles also. Chris Brough practically illustrates how teachers can draw on students' lived experiences and integrate these with curriculum and classroom learning. Professor Barry Carpenter contributes a UK perspective to the journal, and highlights the critical but sometimes neglected contribution of fathers. Family and whānau support is especially critical for learners with special education needs, and this article provides some practical suggestions for schools on how to support fathers.

Bullying is an issue of strong interest to *Kairaranga* readers, and we have two articles in this issue. The first is a timely research paper looking at one aspect of text-bullying; the second draws from rural New Zealand to provide an analogy between animal and school behaviour.

Examples of good practice are reported in four papers of different content and context, but that collectively acknowledge the critical role that teachers have in supporting student learning. The research paper on the Supplementary Test of Achievement in Reading illustrates how important it is for teachers to evaluate assessment instruments and their purposes. The multiplicity of roles teachers have as they work with learners are illustrated in two storied experiences, one on transition to school and one of a learner in a residential setting and her caseworker. Practical suggestions for teachers to use music within their repertoire of strategies for learners with special education needs are provided in Paula O'Regan's practice paper, and we hope many of you will include some of these in your work.

The final paper in this journal continues the music theme with a substantive contribution reviewing music therapy research. As music therapy is becoming increasingly used and acknowledged in New Zealand, this is also a timely article. We hope that each reader finds material of particular personal resonance amongst these diverse contributions.

Noho ora mai, nā Carol, Graeme, Jean, Jo & Valerie Hutia te rito o te pū harakeke Kei whea te kōmako e kō? If the flax plant is allowed to wither From where will the bellbird sing?

A plea to acknowledge grass roots The essences of life abide there

Kairaranga

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Typesetting and Design

Typeface, Wellington

Printing

Bryce Francis Graphics, Wellington

Kairaranga

Two issues per year

Subscription Information

1. For RTLB: Kairaranga

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Hamilton

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2. For all others: kairaranga.journal@minedu.govt.nz

ISSN 1175-9232

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^{*} Denotes current editing team