

Editorial

Kia ora tātou,

More and more, teachers and schools are being required to think about, and adapt, to meet the demands of the 21st century – demands such as the exponential growth of knowledge and its easy accessibility; shifts from industrialised economies and societies to knowledge economies and societies; rapidly developing digital technologies; and the need for us all to be life-long, self-directed learners. These changes have brought with them the realisation that knowing ‘what’ will be less important than knowing why’ and knowing ‘how’ and that skills such as problem-solving, creativity, collaboration, communication innovation and flexibility will be critical for 21st century citizenship.

This has required major shifts in thinking about schools and the notion of teaching and learning. Shifts from teacher-directed to learner-centred environments; from direct instruction to interactive and collaborative exchange; from knowledge acquisition to knowledge construction and application; and from thinking about learning as something that occurs in schools and other educational facilities, to notions of life-long and life-wide learning. Learning ‘just in case’ (storing information away and retrieving it when required) while still important, will no longer be sufficient.

These are times of rapid change, and in such times, the importance of supportive professional learning communities that enable educators to collaborate and share best practice cannot be overstated. Publications such as *Kairaranga* are one such community. If you are an educator who has practice that supports the creation of effective teaching and learning, we encourage you to consider sharing this by way of submission to *Kairaranga*.

In this edition of *Kairaranga*, we are privileged to be able to share with you an interview with Associate Professor Mere Berryman, a finalist in the 2017 New Zealander of the year award. Mere has had a long association with education in New Zealand, and with *Kairaranga* where she has served on the editorial board since the journal’s inception.

The second article in this edition highlights the role of professional inquiry as a vehicle for investigating our own practice as educators. In this article, Jo Arnold reports on an investigation into the role of induction in the ongoing development of new RTLB’s professional identity. Following this, Graeme Jackson explores a way of reframing PE that widens its scope and potential for learning and makes PE teaching much more accessible to teachers who do not see themselves as experts in this area. The fourth article examines a process whereby data was used to support teachers in reflecting on their teacher-talk. In this article, Sandra Starr shows how a combination of data analysis and anecdotal reflection are, in combination, powerful tools for teacher development and change.

In the next article, Nicholas Tapper and Jenny Horsley report on the experiences of a student enrolled in an initial teacher education programme where the teacher mentor places learners at the forefront of professional decisions. The effective use of teacher resources to support differentiated learning is identified and the influence of the opportunity to see this practice is discussed. Finally in this edition, Vaughan Rapatahana provides readers with reflections on the Auckland Metropolitan College – the first alternative education secondary school sanctioned and funded by the then New Zealand Department of Education. He shares with readers an interview with the founder of this college, David Hoskins.

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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