
Editorial

Wendy Holley-Boen, on behalf of the editorial team



Tēnā koutou –

2022 marks the first year from which Matariki, Māori New Year, will be an official public holiday. This opportunity to *come together, remember and celebrate* feels fitting as we launch this first online edition of *Kairaranga*. For the past two decades, the journal has foregrounded and celebrated educational practice in the area of learning support across Aotearoa. *Kairaranga* online will maintain the kaupapa of supporting and lifting educational practice in Aotearoa; becoming open-access and free furthers its potential to reach educators across the sector. The journal's focus has been expanded to cover wider issues across learning support and equity in education as well as articles written in te reo Māori and those using the affordances of multi-media.

This first online edition begins with a retrospective, which looks back over two decades of the print version of *Kairaranga* and pays tribute to the original editors. It provides a meta-analysis of the 24 issues published over these years and the threads that emerged against a backdrop of a changing educational landscape. Looking forward, it signals key changes for *Kairaranga* while staying true to its core kaupapa.

The articles that follow have a strong focus on practice, equity and redesigning pedagogies to meet the needs of all learners. The authors blur boundaries and break down silos – for instance between early years and primary, te ao Māori and western approaches – to explore how we might work across roles and sectors for the good of all learners.

Karen Howell notes the ongoing inequities children face in accessing equitable and effective literacy instruction, and considers the role of learning support coordinators (LSC) in furthering inclusive literacy practices. In the next article, Alistair Johnstone inquires into play-based learning (PBL), a rich tradition in early years settings, and its application within senior primary contexts.

Brooke Lewis argues that classrooms' literacy resources both reflect and shape their inclusivity. Her article looks at how teachers' choice and use of literacy resources can contribute to more gender-inclusive settings. Shifting to tertiary, Andrew Mock and Mimi Hodi unpack key elements of peer-to-peer communication and how teaching effective communication improves both the nature and extent of tertiary learning.

The next article, authored by Thecla Moffat, considers universal design for learning (UDL) – a popular and effective framework in the school sector – and its relevance in early years contexts. Shelley Manuel then unpacks the value of structured literacy in supporting bilingual tamariki in Māori-medium, and demonstrates powerful ways of working alongside kaiako Māori to braid together funds of knowledge.

Going forward, every *Kairaranga* issue will end with an invitation to reimagine our education system in some powerful way. Vijaya Dharan has crafted this first invitation, asking us to move beyond the focus on the ‘masking’ behaviours of autistic learners to peel back the masks at other layers of learning support.

Lastly, each *Kairaranga* edition foregrounds artwork from tamariki and rangatahi from around the motu. In the spirit of new beginnings, this edition features *Matariki* by 11-year old Aucklander Natasha Price. We hope that readers enjoy these wide-ranging and inspiring contributions. Thank you as always for your ongoing support of the journal.

The Kairaranga Editorial Team

KAIRARANGA ARTWORK



Natasha Eve Claudia Price (she/her) is an 11 year old who enjoys the visual arts, literature, digital technology and cats. Natasha’s painting depicts her interpretation of the sunset sky with Matariki stars. Aside from painting and drawing, Natasha is an avid reader and writer. She is currently finishing her first novella entitled *The Secret of the Emerald Lake*. She also enjoys coding and designing personalised digital wallpapers for her friends. Her cat, Mineral, is her main inspiration.

