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EDITORIAL

## Editorial

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This issue's opening article reports on research on a workplace literacy and numeracy programme for Mauri and Pacific workers in New Zealand. The researchers Anne Alkema, Cain Kerehoma, Nicky Murray and Laloifi Ripley show how this programme created an empowering environment for the workers to develop their literacy and numeracy. They describe the culturally responsive pedagogy, the contextualisation of the programme to the workplace and the attention the programme gave to the employees' wellbeing to argue that these approaches constituted a situated and expansive model of workplace learning with benefits that extended into the workers' families.

The second paper is an invited paper written by Ralf St Clair, based on his keynote address at the 2019 Australian Council for Adult Literacy conference. While acknowledging the increasingly narrow skills focus of literacy programs in many countries and the potential dangers for adult educators who work against this trend, St Clair urges literacy educators to work with the learners to help them use language and literacy to express and shape their lives and experiences, rather than limit the learning to what is dictated by policy. Like the authors of the first paper, St Clair believes in the empowering potential of literacy and offers Basil Bernstein's ideas of *restricted and elaborated codes* as a resource for literacy educators to reflect on their practice.

In the third paper, Russell Daylight and John O'Carroll share the initiative they undertook to respond to a recent Australian government directive that requires student teachers to pass a standardised literacy and numeracy test before they can be allowed to obtain their teaching degree. The introduction of the test has been the source of headaches in many teacher education programs as student teachers are faced with the added pressure of passing this test. Daylight and O'Carroll decided to respond by designing and introducing two new literacy subjects in the teacher education course in their university. They take us through their reflections and research that led to the subjects that they describe.

The final article is a book review prepared by Jeff Evans on *Numeracy as Social Practice: Global and local perspectives*, a collection of research on numeracy practices edited by Keiko

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Yasukawa, Alan Rogers, Kara Jackson and the late Brian Street. In his review, Evans highlights connections with the social practice perspectives that have featured strongly in many papers published in this Journal, and emerging issues in adult numeracy research.