

Editorial

Welcome to the October edition of *AJLL* which includes some important changes to the structure of Editorial and Review Boards. In the months leading up to this edition we have restructured our Review Board and included an Editorial Advisory Board with representation from renowned scholars in Australia, United Kingdom, South Africa, Canada, United States and New Zealand. We also welcome a large number of new reviewers to our Review Board and thank those outgoing members for their contribution to the reviewing process. We are looking forward to working with the members of our newly formed Editorial Advisory Board and Editorial Review Board over the next two years.

In this edition we present a wide variety of articles. The lead article '*Mapping the Archive: An Examination of Research Reported in AJLL 2000–2005 and its Relationship to Literacy Education Policy*' by Pauline Harris, Jan Turbill, Lisa Kervin and Kathryn Harden-Thew maps and analyses the various research reported in *AJLL* over a six-year period from 2000–2005. This is then discussed in relation to how literacy research was reported in the *Teaching Reading Report* (DEST, 2005).

The following article '*Journeys across visual borders: Annotated spreads of The Arrival by Shaun Tan as a method for understanding pupils' creation of meaning through visual images*' by Maureen Farrell, Evelyn Arizpe and Julie McAdam, reports on an international collaborative project that looked at how migrant and non-migrant children responded to the same visual texts. In the next article '*Multimodal Literacy: What does it mean for classroom practice?*' Maureen Walsh discusses evidence from recent research where 16 teachers worked in teams in nine primary school classrooms to develop new ways of embedding technology for literacy learning.

Following this, Susan Hill and Nicola Launder, in their article '*Oral language and beginning to read*', discuss a project which explored ways young children's use of oral language, vocabulary and phonology connected with beginning reading. In the final two articles we turn our attention from primary to secondary school. In '*Developing language and literacy skills to support refugee students in the transition from primary to secondary school*' Maya Cranitch discusses an intervention program for Sudanese students entering secondary schools who were considered 'at risk'. The final article by Lisl Fenwick '*Initiating and sustaining learning about literacy and language across the curriculum within secondary schools*' describes a project which aimed to provide secondary teachers with the understandings and skills required to incorporate literacy and language teaching within their subjects.

We hope that you enjoy reading these articles and we look forward to receiving contributions from teachers and researchers.

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