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EDITORIAL

Jerome Harste in an article titled "Read Better, Write Better, Reason Better : Literacy in Transaction" argues that

because of the transactive relationship
between reading, writing and reasoning,
how reading and writing are taught affects
reasoning.¹

Reading and writing are more than modes of communication. Both are tools for thinking, reasoning and problem solving. Both are interactive. The writing and reading programs of a school or class are complementary. The quality of one influences the quality of another.

The focus of this issue of *The Aboriginal Child at School* is on writing and Aboriginal and Torres Strait Islander learners. One particularly important theme running through the articles is that school settings and teaching strategies must enable children to become confident risk takers in their approaches to reading and writing and thinking.

Successful teaching develops a level of confidence in learners that enables them to meet new learning demands with the expectation of challenge and success and the enhancement of growth. This confidence may be developed in part by using content for writing and reading programs that comes from the learners' own socio-cultural backgrounds.

Further contributions on the teaching and use of writing with Aboriginal and Islander learners are warmly invited.

Kind regards.

Dawn Muir.

¹Anderson, J. and Lovett, K. (Eds) 1983: *Teaching Reading and Writing to Every Child*. Adelaide: A.R.A. p.26.

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