

EDITORIAL

In this, our first issue of The Aboriginal Child at School, we wish all readers a challenging, enjoyable and successful year. For those of you who are entering the field of Aboriginal and Torres Strait Islander learning for the first time, we hope the journal will provide both a source of ideas and knowledge about this area but also act as an Australian forum for you to share your thoughts, teaching strategies and practices with readers across Australia.

In the last decade of this century, the role and nature of general school education is under scrutiny from all sorts of perspectives - community, political, financial, philosophical and vocational. There is strong feeling that we must "get education and schooling right" ready for the next century. There is concern too that Aboriginal and Torres Strait Islander schooling must be such as to help to prepare Aboriginal and Torres Strait Islander learners to be able to respond appropriately to not only their own life long needs but also to the needs of their communities. Successful long-term predictions in any area is difficult and especially so in education, which means that teachers often feel isolated and unsure of their role, competencies and successes.

The role of The Aboriginal Child at School is no less relevant in 1991 than it was in 1973 when it was launched with the hope that the Journal "would provide a medium for the exchange of ideas and developments in the teaching of Aborigines, for the examination of the practical implications of research findings and for the recording of Aboriginal achievements" (*National Workshop on Aboriginal Education*, 1971).

This issue of the Journal includes articles which, while providing knowledge relevant to Aboriginal and Torres Strait Islander children's learning, will, hopefully, promote teacher discussion not only of the substance of the articles but on the development and implementation of specific teaching practices implicit in the articles.

Our very best wishes to you and your students in 1991.

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