

EDITORIAL

In this, our first issue of *The Aboriginal Child at School* for 1988, may I extend to you the compliments of the season and best wishes for a happy and successful year? A warm welcome to those who are coming to teach Aboriginal learners for the first time and may you find this teaching experience both rewarding and satisfying.

The Aboriginal Child at School is a national journal for teachers of Aboriginal learners and one of its aims is to develop a body of knowledge on teaching strategies appropriate for particular Aboriginal learners in specific learning contexts. One source of this knowledge is the day-to-day experimentation that is needed at both the classroom and school level to make learning more and more appropriate and successful for the learners involved. As Eckermann says in her article -

Perhaps the best guidance, which we have tended to ignore, is to experiment, record our experiments, share our results and from this plan further experiments (p.17).

In the busy world of teaching, the recording and sharing of our "experiments" often fails to be undertaken. However, this is essential, not only for teachers' own professional development growth but for the development of an extensive and sound knowledge base for the effective teaching of Aboriginal learners.

Best wishes

Dawn Muir.

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Honorary Editor

* *The Aboriginal Child at School* is able to accept articles *
* and ideas in almost any form - handwritten text, tape *
* recordings, notes, as well as typewritten material (double *
* spaced is preferred) can be transcribed and prepared for *
* publication. Please share your ideas and successes. *
