

EDITORIAL

A continuing thread through attempts to make appropriate and successful educational provision for Aboriginal and Torres Strait Islander learners is the notion of learning style. This concept is defined as the idiosyncratic ways in which the individual receives, processes and remembers experience, tackles and solves problems, interprets new experience and creates new ideas. It is vitally important for teachers of Aboriginal and Torres Strait Islander learners to recognise, understand and respond to learning styles that may be different from those by which they themselves cope with the world.

As part of that recognition and understanding teachers must appreciate the learning styles of not only the learner but the learner's community. A particularly pertinent statement in the article by Helen Bell, in this issue of *The Aboriginal Child at School*, draws attention to the need for understanding of the community's world view:

It is self-evident that one must take account of the kind of community, its stability and acculturation patterns, in conjunction with the assessment of individual children's and adult's learning styles.

(p.19)

Directly or indirectly, each of the articles in this issue of the journal reflects this idea: that, in order to understand the learner's unique approach to learning, we must understand the learner's community, its idiosyncratic and individual learning style. As teachers we must develop ways to extend our understanding of our students' learning styles so that our teaching strategies can create more effective learning experiences.

Best wishes



Hon. Editor

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