

*EDITORIAL*

This issue of The Aboriginal Child at School focusses directly on practical educational responses to the learning needs of Aboriginal and Torres Strait Island learners. Each article draws upon the author's teaching and research experience and contributes directly to our understanding of these learners and to the continuing development of our own curriculum and teaching strategies.

Barbara Sparrow observes children's interactions in two child care centres - one Koori and the other mainstream, identifies wide cultural differences and draws educational and political implications. Her work must lead to a consideration of the fundamental role of child care centres in child rearing. As part of his university studies, Jeff Guider examined the inadequacies of traditional IQ testing to identify and provide proper recognition of intrinsic Aboriginal gifts and talents. He also sought the determinants of school success and concluded that schooling is failing Aboriginal learners. Murray Garde gives us a detailed description of the Maningrida Outstation Schools Radio Program which will remove the difficulties and cost of providing regular contact by the "visiting" teacher. The Yintarri Project is outlined by Paul Dench of the Computers in Education Project in Western Australia in which he uses computer strategies for developing literacy in Australian Languages. The Milingimbi Project to teach school mathematics to Aboriginal youngsters as described by Barry Kepert certainly meets the teaching principle of building on the children's world view and cumulative experience.

This issue especially meets the journal's aim of sharing knowledge about learning and developing appropriate teaching strategies for Aboriginal and Torres Strait Island learners.

Best wishes



Dawn Muir  
Honorary Editor