

Editorial

It is generally accepted that how well children learn at school is influenced by the quality of the relationships between children and their teachers. Kleinfeld, for example, contends that children learn best with teachers who are both warm and academically demanding.

In this issue we bring you two articles which focus on pupil/teacher relationships. Elphick, in her article, suggests a number of ways in which teachers can develop positive relationships with their pupils. These include the importance of teachers making time and opportunities available for children to get to know them, being responsive to parents and children in out-of-school situations and the desirability of displaying a sense of humour. Mathieson, Landers and Costello, in discussing their work as teacher aides at Murgon State High School, also stress the value of teachers, students, aides and parents getting to know each other - in order to achieve this goal at Murgon State High School they produced a booklet which offers helpful advice to beginning teachers and to those who have had little or no experience working with Aboriginal children.

An article on petrol sniffing may seem out of place in an educational journal. McClay and Christie point out, however, that teachers may be able to assist children who are sniffers. They can best do this if they become involved in community life and make an effort to learn about the children in their classes, their families and their place in the community. By establishing such positive relationships teachers are able to make valuable contributions to the well being of the community.

Best wishes to you and your students.

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