

EDITORIAL

One of the principal challenges of teaching in Australia is to continue to develop and refine teaching materials and skills that repond more and more appropriately to the developmental and learning needs of Aboriginal and Islander students within particular community and social settings. Another is to increase the number and appropriate-ness of both Australian Aboriginal Studies programs for Aboriginal and non-Aboriginal learners and the range of resources they draw upon.

When the aims and goals are difficult to establish and often contradictory in that the achievement of one, e.g., English language skills, threatens the achievement of another, e.g., traditional culture, a continuing willingness to negotiate and seek a "balance" is essential. The more ideas and resources available, the more flexible and appropriate might individual educational and teaching programs become.

In this, the last issue of *The Aboriginal Child at School* for 1989, there is a continuing focus on both the teaching of Aboriginal learners and on developing Aboriginal Studies programs with the review of materials for use by teachers.

As the school year draws to a close, may Mary Hammill and I wish you and your students a most enjoyable vacation and all the very best for 1990?

Kind regards,

Dawn Muir.

Dawn Muir - Hon. Editor

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 **The Aboriginal Child at School* is able to accept articles and *
 *ideas in almost any form - handwritten text, tape recordings, *
 *notes, typewritten material (DOUBLE SPACING PLEASE) can be *
 *transcribed and prepared for publication. Photographs (PRINTS - *
 *colour or black and white) are also appreciated. *
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 * Please share your ideas and successes. *
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