

Editorial

In the editorial to the last issue I referred to the challenges in the education of Aboriginal children and to the roadblocks that frequently inhibit effective interaction between teachers and pupils.

Unfortunately paths of interaction between Aboriginal parents and non-Aboriginal teachers are also often impeded by roadblocks and by boulders, larger rather than smaller. It is often extremely difficult for Aboriginal parents to feel able to take the initiative in finding ways around these blocks; sometimes the difficulty lies in earlier unhappy experiences that they have had with schools, perhaps as children; sometimes the formal structures of the school itself do not make it easy for the parents to make a confident approach.

I know that you all accept the proposition that children profit most from their school experiences when school and home can be seen by each child to share a common interest in his well-being.

It often seems no easier for teachers than for parents to find ways around the roadblocks. Teachers are caught up in the timetables of the school and their own lives; many feel uncertain about courteous ways of initiating contact with the Aboriginal parents. Yet it seems to me that the onus is on teachers, as trained professionals, to overcome such difficulties and to take action which will lead, in the shorter or longer term, to an effective and enjoyable dialogue between home and school.

It is our hope that various articles in the *Aboriginal Child at School* help teachers, particularly those new to the field of educating Aboriginal children, to discover new potentially valuable ways of achieving this goal.

My very best wishes to you and your students.

B. N. Latta

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