

EDITORIAL

In this issue of *The Aboriginal Child at School* we are fortunate to have so many articles by practitioners in the field of Aboriginal education who share with us their insights into policy and practice of Aboriginal Education.

Br Graham of the OLSH School at Wadeye discusses the nature and role of language teaching in the curriculum at Wadeye - the problems, questions and options connected with language teaching in bi-cultural education in the Northern Territory.

Jayne Hodgson in a comparative essay, develops a history of Aboriginal Education and, with this as background, a case study of Weipa. Her statement that -

in principle, it is the system which should change, not as a reactionary measure, but with forethought and planning and involving the Aboriginal people themselves in the decision-making process,

supports the current need for Aboriginal and Torres Strait Islander people to be responsible for the educational policy, planning and implementation of educational services for their children.

Tricia Lasorsa undertakes an analysis of "four documents which address the issues of Aboriginal and Torres Strait Islander policy goals, aims and objectives; Aboriginal Education strategies and the reflection of racism in Australian history and in literature about Aborigines." She concludes that teaching programs based on such documents will be more successful where such documents are accompanied by in-service work with teachers, administrators and the community.

The Koorie Primary Study Centre at Ulladulla offers a model for a "homework centre" which is providing highly successful teaching in an out-of-school format.

Such articles, by people who are "in the field" are most welcome, as the journal's principal aim is to provide a national forum for education of Aboriginal and Torres Strait Islander learners.

Dawn Muir.

Dawn Muir - Honorary Editor