

*EDITORIAL*

From the editorial office we wish you and your Aboriginal and Torres Strait Islander Students all the very best for the 1992 school year. We also welcome those of you who are teaching Aboriginal and Torres Strait Islander learners for the first time.

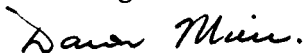
The Aboriginal Child at School is now in its 20th year of issue, and feedback we have had suggests the journal is still serving a useful purpose in providing a national forum for teachers of Aboriginal and Torres Strait Islander learners to share their insights into learning and teaching and successful teaching practices. This was one of the principal reasons why the journal was originally launched.

Language maintenance is an area of continuing concern for teachers of Aboriginal And Torres Strait Islander learners. Jack Frawley's article provides a useful resource in helping to understand the factors involved. An account of a very promising enriched mathematical program for young children by Jan Currie, Barry Kissane and Harriet Pears will provide both a model and ideas for effective mathematics teaching.

Hearing impairment is a particularly tragic handicap since so often it is not diagnosed. The article by Michele Clarke provides teachers with techniques to determine possible hearing impairment.

Being able to reflect upon teaching practices; to plan, implement and evaluate future teaching practices and to record this in some way is an important part of the professional practice of teaching. We invite you, in the demanding day to day business of teaching, to undertake this process of reflection and recording that could be submitted to the journal for sharing with other teachers.

Kind Regards



Dawn Muir  
Honorary Editor