

## EDITORIAL

Gagné<sup>1</sup>(1980) in considering education and schooling, has made a distinction between intellectual skills and cognitive strategies. Intellectual skills such as reading, writing and numeracy are "knowing how to" activities and have traditionally received most emphasis in schooling. Cognitive strategies, on the other hand, are learners' idiosyncratic ways of ordering, classifying and giving meaning to their environment, of approaching new learning settings, of acquiring understanding and remembering learning material or tasks - essentially "learning how to learn" strategies or techniques.

In Australian and overseas education there is an increasing interest at both the research and teaching levels in, not what content children should be expected to learn, but, how children (and adults) set about learning. All the articles in this issue of *The Aboriginal Child at School* offer theoretical and practical insights into cognitive strategies employed by Aboriginal children in their learning.

It is in developing knowledge about and understanding of characteristic learning and cognitive strategies displayed by Aboriginal learners across Australia that teachers are particularly valuable, since they are able to observe and record children's behaviour "naturally" in the school setting. Might the journal please receive more articles from teachers in the field describing learning strategies displayed by their students, and ways in which curricula and teaching might respond to such strategies?

Kind regards

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Hon. Editor

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<sup>1</sup> Gagné, R.M., 1980: Learnable aspects of problem solving. *Educational Psychologist*, Vol.15 No.2, 84-92.