EDITORIAL

Developing a greater understanding of our students, their ways of learning, their characteristics, their aspirations and expectations, is an important part of our professional responsibility. Each of the articles in this issue of *The Aboriginal Child at School* contributes to our knowledge of our Aboriginal and Torres Strait Islander learners.

The link between work and education is complex but one's expectations and aspirations of future employment significantly influence secondary students' subject choice and commitment to their studies. Di Russell's article on work education is most useful not only for its findings but as as model for action research.

A three-year-old child I know had been sent to his room to think about being good. He returned to the family some time later with the words, "I'm all puffed out, I don't know how to think and I couldn't be any gooder." The programme **Philosophy for Children**, as described by Robert Laird, offers explicit teaching of philosophical enquiry and its integrative approach to the curriculum and its basic premise that "language is thinking" are to be applauded.

Impaired hearing in learners is often not recognised by classroom teachers as Damien Howard points out in his article on the simple identification of hearing loss. His development of the game **Blind Man's Simon Says** is an effective, quick initial test that all teachers should use periodically to determine if any learner's hearing needs further investigation.

Case studies of Outstation Schools and the effectiveness of computer studies for Aboriginal children are made by Derek Pugh and Brother O'Donoghue respectively. Enhanced motivation is achieved in both where the content and style of learning is both relevant and appropriate to the learners' interests and abilities.

Kind regards,

Dawn Muir
Hon. Editor

All correspondence to

The Hon. Editor
The Aboriginal Child at School
Aboriginal & Torres Strait Islander Studies Unit
Gordon Greewood Bld.
The University of Queensland
Queensland   4072