

*Editorial*

The New South Wales Government released in March a Policy Statement and six Guidelines Statements on Aboriginal Studies. The Policy Statement is included in this issue of *The Aboriginal Child at School*. As it is the aim of the N.S.W. Department of Education to revise and add to the documents progressively, we hope to include sections of the support documents in future issues of the Journal for your interest, discussion and comment.

One recurring theme raised in articles within *The Aboriginal Child at School* is that of developing home/school and community/school relationships that are supportive of the child's learning and school achievement. The fostering of such ties seems to depend, in large part, at least initially on the initiative of teachers. The school is often perceived by the community as neither a welcoming place nor a place where the community can contribute much that will be regarded as of value. In communities where this view is held the onus is placed on teachers to initiate and persevere in developing and maintaining productive and harmonious home/school relationships that contribute to the education of each child. We invite teachers who feel they have been successful in initiating such relationships to share with us all the approaches and procedures they used. In this issue two articles address this theme.

Best wishes

B. N. Sore

*All correspondence should be addressed to:*

The Editor  
The Aboriginal Child at School  
Aboriginal Education (Munro Street)  
University of Queensland  
ST LUCIA 4067