

EDITORIAL

...develop courses of study that begin with the knowledge and skills that the students bring with them from their communities, and then develop the students' study programs through continual reference to their society, their culture and their communities' needs.

(Lanhupuy, p.35)

Lanhupuy, in his address to the graduates of Batchelor College, states a fundamental principle upon which schooling and the education which schooling provides for all learners should be built. This principle is especially important for the education of Aboriginal and Torres Strait Islander learners in all types of school provision ranging from traditional and rural to urban school contexts.

This link between the family/community and school must be strongly interactive and effective in its practice. Edith Strangway reinforces this in her statement -

...children should have schools and family together - that one without the other was not good for a child.

(Fitzpatrick, p.41)

This principle recurs again and again through all the articles in this issue of *The Aboriginal Child at School*, either in discussion of the appropriate teaching policy and practice, or in accounts of successful initiatives aimed at improving the quality of schooling for Aboriginal learners.

The research project undertaken by the Aboriginal and Islander Diploma of Teaching students in Townsville was a very successful teaching/learning strategy and provides a valuable model for action research for similar projects at the tertiary and secondary education levels. Non-Aboriginal teachers might find ideas within this project for developing their own understanding of Aboriginal and Torres Strait Islander social, cultural and language experience.

Dawn Muir

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Hon. Editor