

EDITORIAL

The principal aim of *The Aboriginal Child at School* is to provide a national forum for teachers of Aboriginal learners to share their teaching experience and strategies that have helped enhance their pupils' confidence and competence in school learning.

N. McGarvie's detailed history of the development of inservice and induction programs for teachers of Aboriginal and Torres Strait Islander learners (to be presented over two issues of the Journal) provides a valuable resource for understanding developmental changes within Queensland Aboriginal and Torres Strait Islander education.

The article in which G. Sands describes her successful implementation of a "negotiated curriculum" with first year pupils, and the history of the development of an appropriate bilingual program at Aurukun by G. Kretschmann, the Aboriginal community and the school staff, are excellent studies where educational "good ideas" are applied, interpreted and adapted within specific schools and classrooms. The paper by K. Swatta on her initiatives to reduce the "barriers to learning" for her Navajo learners, discusses a number of teaching strategies she has found to be successful. All three could well provide basic models for similar program development elsewhere.

All "good ideas" can remain "good ideas" when implemented in particular educational settings only when they are adapted to respond to the unique characteristics of the community, staff, students and school of the particular educational setting. This is the basis of successful educational provision for all learners.

I invite teachers to write of their experiences in adapting "good ideas" for their own classrooms and schools.

Best wishes



Dawn Muir
Honorary Editor