



The Australian Journal of **INDIGENOUS EDUCATION**

This article was originally published in printed form. The journal began in 1973 and was titled *The Aboriginal Child at School*. In 1996 the journal was transformed to an internationally peer-reviewed publication and renamed *The Australian Journal of Indigenous Education*.

In 2022 *The Australian Journal of Indigenous Education* transitioned to fully Open Access and this article is available for use under the license conditions below.



This work is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

Editorial - Associate Editor

In this issue of *The Aboriginal Child at School*, Ms Beth Graham explores the concept of cultural distance between Aboriginal children and their schools. This is an extremely involved subject with very many factors combined in complex ways. The concept of cultural distance could be used as one focal point for consideration of all educational enterprises and the Journal would welcome articles by teachers on how they perceive cultural distance affects their planning, implementation and evaluation of their teaching. The way in which you express your thoughts on the topic is not important - a formally presented paper is not necessary. We can accept and handle handwriting and typescript or audio-recording.

The theme raised in the last issue of *The Aboriginal Child at School* was that of developing effective home/school relationships. There are a number of articles in this issue which develop this aspect of education and offer valuable insights into programs that are proving to be successful in establishing Aboriginal community involvement in education. The articles describing the role of the Aboriginal liaison officer in Western Australia and those in the "Across Australia from Teacher to Teacher" section have shown the variety of forms this involvement might take in its contribution to Aboriginal education. Comments on published articles and descriptions of projects fostering community involvement are invited.

My very best wishes to you all.

Dawn Munro

Correspondence should be addressed to:

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