



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

A National Follow-up Conference on teacher education in the field of Teaching English as a Second Language in Australia was held in Canberra in June 1984. The Conference was organised by the Language Education Branch of the then Department of Education and Youth Affairs. The aim of the Conference was to consider the T.E.S.O.L. content that should be included in teacher training courses in Australia from a number of perspectives, including that of Aboriginal education.

A number of problems were highlighted and the following are of particular relevance to Aboriginal education:-

- ** (i) a shortage of teachers with the specialist knowledge skills and qualifications appropriate to teach English (a) as a second language to Aborigines...
- (ii) inadequate knowledge and skills among all teachers who work across all subject areas with Aborigines...
- (vii) in Aboriginal education, a failure to encourage, utilize and provide opportunities for qualifications for Aboriginal personnel despite the value of their particular cultural and linguistic knowledge and skills.

To educate teachers to be able to meet the particular and unique needs of all children appropriately and fully is a major challenge for Australian education. This issue of *The Aboriginal Child at School* contains a number of articles which address these problems both explicitly and implicitly, and provide a range of perspectives that contribute to a deeper understanding of the issues involved in teacher education.

Kind regards

Norman Muir.

Hon. Editor

- ** *Report of the National Follow-up Conference on TESOL - Teacher Education in Australia, 13-15 June, 1984, at University House, Canberra, convened by Commonwealth Department of Education and Youth Affairs - Executive Summary. (P.2, No.7).*