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EDITORIAL

This issue of The Aboriginal Child at School includes an article by Carol Hall on an adult literacy program that is working effectively with learning disabled adults by offering them opportunities to become self-directive in the development and assessment of skills. While the program focuses on adult learning in the Technical and Further Education field in Queensland, many of the teaching strategies implicit in the program might be appropriate in meeting the educational needs of the post-primary student.

Much of the concern in developing teaching strategies to cater for individual Aboriginal learning styles has focused on the primary school. It might well be argued that the teaching strategies that have been found to be appropriate and successful at the primary school level may not transfer well or effectively to post-primary education. Insights gained from adult education might be more appropriate for the teaching of post-primary students who, after all, are seeking more adult roles and status.

We invite teachers at the secondary level to share the teaching strategies they find most appropriate for the post-primary learner.

Best wishes

Dawn Hall

Hon. Editor

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