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Editorial

There are many factors that contribute to children's success at school and to the effective development of skills that will be of value in their adult lives. All papers in this issue of *The Aboriginal Child at School* emphasise, explicitly or implicitly, the critical role played by teachers and their teaching capabilities in this school success. Glen Collin's paper on meeting the learning needs of Aboriginal and Torres Strait Islander students stresses the critical part played by teachers in establishing and maintaining success in school learning.

The importance of effective teaching in increasing school attendance and school success in an Aboriginal or Torres Strait Islander community is stressed in the article by Clive Emby who shows that high staff turnover is not conducive to the provision of effective long-term schooling. Ways must be sought to increase staff stability since good rapport with community and children is essential in establishing successful schooling.

Pam Norman reports on the Aboriginal Schools Curriculum Project of the Northern Territory Department of Education in which a set of learning materials has been developed to support the Northern Territory Aboriginal Schools' English curriculum - *Getting Going with Genres*. Given the comprehensive nature of the materials and the way in which they have been developed to respond to Aboriginal perspectives and interests, they should prove invaluable not only as teaching materials but as a model for effective curriculum development.

Teaching techniques that aim at improving situation-appropriate language skills in Standard English are described by John Dwyer. A range of oral language activities are developed to be responsive to the linguistic characteristics of young speakers and of Standard English. Again, the role of teacher is critical in developing and implementing curriculum strategies that are appropriate for a particular group of children.

We would be very pleased to publish other teaching initiatives that respond to the needs of particular groups of learners and which have proved effective in fostering linguistic competence.

Best wishes



Dawn Muir
Hon. Editor.