



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*.

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Editorial

The second edition of *The Aboriginal Child at School* for 1995 continues the journal's delivery of useful and thought-provoking reading for its subscribers. The five main articles presented here cover an interesting range of topics from people working in the broad field of Aboriginal and Torres Strait Island Education.

Howard's paper is based on a study undertaken in North West New South Wales which investigated the views held by parents, students and teachers towards the learning of mathematics in Years 5 and 6. The paper presents a background to the study, and an initial analysis of the views held about mathematics by a Year 6 Aboriginal girl. Howard suggests classroom implications for teaching and learning and gives suggestions for all educators to consider as they plan teaching and learning strategies for the mathematics classroom. Via the forum of this journal, Howard hopes to maintain discussion about Aboriginal and Torres Strait Islander children's learning of mathematics and to access as many educators as possible concerning the views expressed by this student.

Jeannie Herbert's paper *Gender Issues for Aboriginal and Torres Strait Islander Girls — Exploring Issues for Aboriginal and Torres Strait Island Boys* examines the intersection of gender and race in order to gain an insight into the causes of disadvantage for Aboriginal and Torres Strait Islander students. She reflects on indigenous viewpoints, and focuses on issues of gender and difference to determine how successfully the needs of indigenous students are being met.

Willis and Anlezark discuss a literacy program taught at Kormilda College in Darwin. The Year 10 students undertaking the course are from a number of Aboriginal communities and are second language learners. The program contributes to an ongoing teaching/learning process and is designed to develop understanding, concepts and skills related to both oral and written modes.

Cox provides an insight into the 'journey' that student teachers undertake during their Diploma year and describes the distinctive features of the Postgraduate Diploma in Education offered at The University of Queensland.


John Bucknall addresses the Aboriginal Independent Schools (WA) and the directions they have taken in implementing Social Justice Directions. The issues he raises are significant and pertinent to all education providers and policy-makers involved in Aboriginal and Torres Strait Island education.

Clearly, the papers presented here provide readers with valuable insights into what their colleagues are doing in their various fields of interest and this journal provides an important link to what is being done in schools, related areas, and within the context of higher education. We encourage you to reflect on the themes and recommendations contained in these articles and would be pleased to receive your comments and views as well as contributions drawn from your own experiences.

Regards



Michael Williams



Dawn Muir