

## EDITORIAL

In this issue we bring you Chapter 9, Education for Aborigines of the Schools Commission Report for the Triennium 1976-78.

Obviously a great deal of concern is being experienced Australia-wide about the adequacy of educational opportunities offered to Aboriginal children, and there is an increasing flow of recommendations about ways and means of achieving more effective educational programs for this group of Australians.

Those of you who are teachers in schools attended by Aboriginal children must be in the fore-front of thinking about these educational issues, because obviously it is the practices within schools and classrooms which help determine the final outcomes. Policy emphases on, for example, parental involvement, meaningful curricula, need to be translated into living practice by class room practitioners.

I would suggest therefore that all involved in Aboriginal education might well examine the Schools Commission Report with a view to determining whether particular statements apply to the Aboriginal children in their schools. If these statements do apply, it would be important then for teachers and others to carry out a stock-taking to determine whether actual practices are in fact likely to lead to stated and desired outcomes.

I hope that in the next issue of the Journal we can include a section of comments by teachers on the Schools Commission Report.

Best wishes.

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