

## EDITORIAL

I have just attended an exciting, two-day conference/workshop on a topic that seems to me to have the potential to contribute greatly to education in general and Aboriginal and Torres Strait Islander education in particular. The conference was conducted by the Australian Association for Environmental Education Inc for pre-service teacher educators from southern Queensland and northern N.S.W. Environmental Education ideally leads to "empowerment" of those involved in it at the local community level and is an excellent springboard for developing the knowledge and skills of the traditional curriculum. Because it draws on the local environment and its concerns, Environmental Education automatically elicits high levels of student and teacher (and community) enthusiasm. The role of teachers in Environmental Education is summed up in the following quote from the UNESCO-UNEP *Environmental Education Newsletter* 1990, p3) which considers the need for environmentally educated teachers

*The effective environmentally educated teacher should be competent to take positive environmental action for the purpose of achieving and maintaining a dynamic equilibrium between the quality of life and the quality of the environment (if indeed one can be separated from the other) and develop similar competencies in learners, to take individual or group action when appropriate, such as persuasion, consumerism, political action, legal action, ecomanagement or combinations of these categories of actions.*

All of the articles in this issue of *the Aboriginal Child at School* have immediate implications for effective classroom practice. I'm sure teachers will find much of interest and value in each paper.

Kind regards,



Dawn Muir  
Hon. Editor.

All correspondence to:  
The Hon. Editor  
The Aboriginal Child at School  
Aboriginal & Torres Strait Islander Studies Unit  
Greenwood Building  
The University of Queensland  
Queensland 4072