

EDITORIAL

*High teacher turnover in Aboriginal education necessarily impedes systematic accumulation of a body of knowledge, experience and expertise at the school level. To offset this in part, *The Aboriginal Child at School* has, over the years, sought to act as a cumulative store of teachers' ideas, orientations to education, and teaching techniques in Aboriginal education.*

Andrew Wilkinson, in his article in this issue, has expressed a similar concern to record his experience in the TESL (Aboriginal) Unit at Katherine High School, not only for teachers who follow, but for all teachers of Aboriginal learners:

The idea of reflecting on our experiences during 85' and '86 in writing, came towards the end of the period as we considered how we could help the new teachers learn from our mistakes and observations. Because of the high turnover of teachers in that region combined with the novelty of the TESL situation it seemed that educators were, like Sisyphus, doomed forever to repeat past blunders and joyfully rediscover, endlessly, simply useful ideas.

It is important that the body of theory and practice related to Aboriginal education becomes readily available to all teachers, not only those currently teaching Aboriginal learners. This means that part of the professional development within teaching must involve the active recording of professional knowledge and expertise by practising teachers. It is pleasing that teachers are now writing of their experiences and of their school and classroom research.

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