
FOREWORD

The Hon. Linda Burney MP

It is a great pleasure to provide the foreword for this latest edition of *Learning and Teaching in Aboriginal and Torres Strait Islander Education*. It has been a vital resource for teaching staff in this space for over a decade. I commend and congratulate the authors and those who have contributed their experiences to this publication.

This latest edition comes before the backdrop of our renewed national effort in *Closing the Gap*, in particular a strengthened and expanded resolve to address the disparities in education outcomes. It also comes as we continue to progress the national conversation on reconciliation and truth-telling—acknowledging the truth of our difficult past and its inextricable connection to the challenges of the present.

If we want to see optimal outcomes for First Nations people, we must recognise and embrace the need to listen to and understand First Nations perspectives—this notion lies at the very heart of this book.

The broad structural changes that we seek in our community must begin in the classroom. To that end, *Learning and Teaching in Aboriginal and Torres Strait Islander Education* outlines and explores the unique educational and learning needs as well as the cultural perspectives of Indigenous students. It equips teachers, whose interactions with Aboriginal and Torres Strait Islander children are often limited, with the unique perspectives and case studies to assist them in filling the gap in the educational needs of First Nations students and delivering a quality and enjoyable learning experience.

Building on the work of previous editions, the authors offer a renewed and expanded *Learning and Teaching in Aboriginal and Torres Strait Islander Education*. In this latest edition, the authors have included an increased emphasis and focus on teaching reading and writing with Aboriginal and Torres Strait Islander students.

It also outlines new ways of teaching Traditional Knowledges, reflecting the importance and significance of Country and Traditional Knowledge to First Nations students. And a new chapter equips teachers with greater awareness in teaching students who have experienced trauma. The authors have also revised and strengthened chapters on teaching strategies, along with building community partnerships, reflecting the importance of partnerships between parents and schools in encouraging First Nations students to better engage with learning.



This edition continues to draw together the pre-eminent experiences and knowledge in this field, with practical applications for teaching staff and practical outcomes for students.

This publication continues to play a leading role in providing an equitable and enjoyable school experience for children and their educators.

The Hon. Linda Burney MP
Shadow Minister for Indigenous Australians

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