Educational outcomes for Aboriginal and Torres Strait Islander students can be improved only when the process is informed by Indigenous culture, and teaching and learning become part of an equal and genuine cultural exchange. Such is the central tenet that underpins this thought-provoking, sometimes confronting yet ultimately optimistic publication.

Two Way Teaching and Learning addresses the interface where two cultures meet – in the classroom, the school and the community. Most of the contributors to this book are Indigenous, and all are highly experienced practitioners drawn from academia, the teaching profession and the community. Together, and through a diversity of voices, they put the spotlight on policies and processes that facilitate informed, respectful relationships in education, as well as those that reinforce cultural inequity and inequality. The implications of policies that can be liberating, or devastating, for Aboriginal and Torres Strait Islander students at all levels are exposed and explored.

Each contributor clearly articulates specific problems in complex areas such as school retention, literacy and numeracy, self-concept and identity, and each offers practical strategies for teachers, policy-makers, academics and administrators that address these issues. Two Way Teaching and Learning works toward embedding a more culturally reflective, relevant and inclusive agenda in places of learning for the benefit of all.

About the editors

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