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

Nola Purdie is a Principal Research Fellow and Coordinator of Indigenous Education Research and Development at the Australian Council for Educational Research.

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### Part 1 Policy issues

- **Chapter 1 History:** The real gap between black and white, Bruce Pascoe
- **Chapter 2 A critique of school and Aboriginal community partnerships,** Kevin Lowe
- **Chapter 3 Indigenous education and tomorrow’s classroom:** Three questions, three answers, Lester-Irabinna Rigney
- **Chapter 4 A bilingual education policy issue:** Biliteracy versus English-only literacy, Brian Devlin
- **Chapter 5 Indigenous retention:** What can be learnt from Queensland, Chris Bain

### Part 2 Strategies to improve outcomes

- **Chapter 6 Impediments to educational success for Indigenous students,** Clair Andersen
- **Chapter 7 Transforming Indigenous education,** Chris Sarra
- **Chapter 8 Bemal Gardoo:** Embedding cultural content in the science and technology syllabus: Lynette Riley and Michael Genner
- **Chapter 9 Aboriginal self-concept and racial identity:** Practical solutions for teachers, Cheryl Kickett-Tucker and Juli Coffin
- **Chapter 10 Indigenous mathematics:** Creating an equitable learning environment, Grace Sarra, Bronwyn Ewing, Chris Matthews and Tom Cooper

### Part 3 Towards two way teaching and learning

- **Chapter 11 Indigenous studies:** Teaching and learning together, Juanita Sherwood, Sarah Kech, Tessa Keenan and Ben Kelly
- **Chapter 12 Yarning up indigenous pedagogies:** A dialogue about eight Aboriginal ways of learning, Tyson Yunkaporta and Melissa Kirby
- **Chapter 13 Personal perspectives from the cultural littoral,** Hannah Rachel Bell
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