

Editorial

We are pleased to bring you Volume 52 Issue 2 of *The Australian Journal of Indigenous Education*. The journal celebrated its 50th anniversary this year and we held a special event with Elders, community members, editorial board members, staff and students from a number of universities. We also welcomed a new editorial board to *AJIE* this year and we thank them for their service to the journal.

This volume includes a focus on universities, schools and pre-school contexts. The first three articles centre on Australian universities. Hill et al. explore the journeys of three undergraduate Indigenous university students and provide insights into their experiences at the cultural interface. McDowall et al. reflect on Indigenous studies as a discipline and discuss the development of learning dispositions which enable students to better navigate the complexities of the interface between Indigenous and non-Indigenous ideas. Hammond and Miller examine ways to embed Indigenous ways of knowing, being and doing into social work education. They discuss the development of a relational model for academics which provides insight into different ways that an academic may develop and embed Indigenous content into their teaching. Shifting to the primary school context, Babic et al. examine the development and evaluation of a one-day, primary school-based health education program Yantiin Kalabara. The program embedded Indigenous cultures and perspectives and findings highlight the positive impacts on the children who participated in the program. In the pre-school context, Webb and Gordon discuss a participatory action research project that explored parent/carer perspectives about incorporating speech pathology into an existing community-led Aboriginal playgroup.

The focus then shifts to international contexts with Baeza Peña et al. discussing the perspectives of Indigenous people living in rural communities of the Atacama Desert of Chile and analysing their insights into their relationship with school teachers, their role in supporting schools and the role of the traditional educator. The final paper by Te One and Bargh examines the state of university political science programs and outlines the form and quantity of Māori politics in the teaching and research of these programs. They highlight the need for change so that political science programs more strongly reflect the political landscape in Aotearoa.

We wish to thank the authors and reviewers for their contributions to this volume. Many thanks to the Aboriginal and Torres Strait Islander Studies Unit in the Indigenous Engagement Division at the University of Queensland and Informit for their financial support of the journal. We hope you enjoy reading the articles in this volume.

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