

Editorial

We are pleased to bring you Volume 54 Issue 1 of *The Australian Journal of Indigenous Education*. This volume begins with a focus on the Australian higher education sector and the strategies universities have undertaken, or are currently undertaking, in their Indigenising practices. Dianati and Bolt screened university websites for their strategies, principles and initiatives, and highlight the spectrum of current practices as well as the need for further development and growth in embedding Indigenous knowledge in the curriculum. Selkirk and Alexi et al. focus on how higher education providers are decolonising psychology education in Australia. Drawing on an Aboriginal Participatory Action Research approach, eighteen representatives of psychology higher education providers completed a short, open-ended survey. The findings emphasise the need for ongoing Indigenous leadership, resourcing and systemic changes that value Indigenous ways of knowing, being and doing to support efforts in decolonising psychology education.

Ward et al. also focus on the university context and examine the questions: What happens when anti-Indigenous racism is taken up by educators? What makes it challenging to manage in an adult classroom? What strategies are (un)successful? Drawing on interviews with ten adult educators, the article highlights the traumatic toll on Indigenous educators and differing responses to resistance show how racism is experienced and addressed differently by Indigenous, non-Indigenous People of Colour and White educators. The study provides evidence for the need for pedagogical strategies that improve cultural safety, support educators and meaningfully confront anti-Indigenous racism in adult education classrooms.

The focus then shifts to a high school context with MacDonald et al. exploring findings from a Western Australian mixed-methods study exploring a sample of Indigenous and non-Indigenous secondary school students' experiences and perceptions of school. Strikingly, despite equivalencies across groups regarding perceived importance of completing school, Indigenous students were significantly less likely than non-Indigenous students to express an intention to go on to further education beyond year 12.

The final two papers by Ponsaran and de Dios Oyarzún et al. focus on international contexts. Ponsaran examines how authors incorporated Indigenous knowledge and Indigenous media in the design and development of textbook tasks for media and information literacy instructional materials. The final article by de Dios Oyarzún et al. explores Mapuche families' experiences from two communities in rural southern Chile regarding their secondary school choice processes. They argue that decision making is complex and involves the crossing of ethnic, territorial and social boundaries that affect the families' educational definitions related to the aspirational expectations for their children.

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