

Editorial

We are pleased to bring you Volume 54 Issue 2 of *The Australian Journal of Indigenous Education*. This volume begins with a focus on the Australian higher education context. Povey et al. examine findings from a three-year, longitudinal qualitative study exploring the experiences of Indigenous early career researchers (ECRs) in Australian universities. They highlight how Indigenous ECRs navigate and influence institutional systems, often acting as agents of reform. Anderson et al. focus on the strategies used by Australian universities to enhance the confidence and abilities of non-Indigenous staff in integrating Indigenous perspectives into curriculum. Drawing on analysis of 37 university websites from a total of 41 Australian institutions, they address challenges and opportunities and urge universities to move beyond cultural competency training, advocating instead for a rights-based pedagogical framework to improve educational practices.

Nakata reports the results of a decade-long, large-scale longitudinal study into factors affecting the academic performance and success of Indigenous students and tested a capacity-building intervention based on these factors over 7 years. The data offers conclusive proof that developing a constellation of key psycho-social and socio-emotional capacities systematically improved academic outcomes, leading to a 10 per cent increase in subject pass rates and a doubling of course completions within four years. The paper advances new theoretical ground, proposing academic self-efficacy is an emergent property of these capacities. A critical finding is the introduction of the concept of “scaffold-readiness”, demonstrating a crucial interaction effect where tutoring support is most effective when a student has developed sufficient foundational capacity as self-regulating learners. Salter et al. evaluate the impact that graduates of Queensland’s Remote Area Teacher Education Program (RATEP) have had on Indigenous students and the school communities in which they taught. They report that teachers’ critical points of impact were their abilities to act as a conduit for building relationships and developing cultural understanding in school communities.

The focus then shifts to international contexts. Rameka et al. explore the challenges associated with the disruption to intergenerational *mātauranga Māori* (Māori knowledge) transmission through colonisation and the reclamation of *te reo*, *tikanga* and *mātauranga Māori*. They note that opportunities for reconnecting with *mātauranga Māori* through movements of decolonisation and revitalisation are being led by *whānau* (family), who have retained this knowledge and who have continued to protect and lead its journey through *kaupapa* Māori pathways. Also with a focus on strengthening language revitalisation through education, Bhuiyan and Kirby investigate the role of Indigenous teachers in preserving and teaching the Chakma language in Bangladesh’s Chittagong Hill Tracts region. Drawing on interviews with 14 Chakma-speaking primary school teachers, they point out that comprehensive, continuous training, dedicated Indigenous language instructors, and expanded classroom time are critical to sustaining Indigenous languages and fostering cultural identity amongst students.

The final two papers by Atif et al. are a two-part bibliometric analysis of *AJIE*. Part one traces the journal’s development and scholarly influence from 1973 to 2023 and highlights the journal’s development from a

focus on Indigenous education in Australia to a broader international scope. Part two demonstrates that *AJIE*'s transition to open access, combined with its inclusion in major academic indexes, has increased its visibility and citation reach, reinforcing the role of the journal as a leading publication in the field of Indigenous education. Both articles importantly show *AJIE*'s strong national presence, and growing international engagement, particularly from New Zealand, Canada and the United States. Atif et al. also emphasise the critical importance of open access to increase visibility, citations, and provide free access to research for communities, practitioners, and policymakers.

We wish to thank the authors, reviewers, and editorial board members for their contributions to this volume. Thanks also to the Indigenous Engagement Division at The University of Queensland for their ongoing financial support of the journal. We hope you enjoy this latest volume of *AJIE*.

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