

Editorial

We are very pleased to bring you Volume 51.1 of *The Australian Journal of Indigenous Education*. This year the journal shifted to an exciting new open-source platform with Open Journal Systems (OJS) and we are thrilled to be able to bring the *AJIE* to readers in an even more accessible format.

The first suite of articles in this volume focuses on high school and primary school contexts. Shay et al. provide us with insight into the experiences of Aboriginal and Torres Strait Islander staff in Australian flexi schools. Informed by Indigenist and critical race theory, they centre the voices of Indigenous staff and highlight their aspirations for systemic improvement in alternative schools that support young people who have been disenfranchised from education to re-engage in schooling. Also focused on alternative school environments but in the Aotearoa/New Zealand context, Lemon and Calder explore the reasons behind the disproportionately high number of Māori students being referred to alternative education. Shifting to the Fijian context, Aporosa examines the use of Yaqona (kava), a culturally significant, non-alcoholic drink consumed by many Fijians, and its use in educational contexts. Aporosa argues that this traditional substance is critical to the facilitation of school function, identity formation, and academic achievement, all elements necessary to development. Returning to the Australian context, Rioux and Ewing explore the contextualising of local Aboriginal animal stories within the zoology curriculum in Queensland in years 8 and 9 of one independent high school while Rowley and Munday examine how an arts-based learning model using an ePortfolio and reflective narratives was introduced to an art making/learning process to assist Aboriginal and Torres Strait Islander middle-years students to establish a sense of possible self, both cultural and future thinking and improve their engagement with school.

The next suite of papers focuses on enabling and pre-university bridging programs. Hill et al. explore the development of curriculum for the Indigenous Pre-Accounting Enabling Program at Charles Darwin University. They discuss the ways the program is culturally empowering, links students to Indigenous professionals, offers gateways into the industry, and establishes a community of Indigenous students online and on campus. Bennett et al. focus on a pre-university bridging program for Indigenous students and discuss how the program curriculum draws on transformative learning and cultural interface theories to empower students with the opportunity to develop their own narratives about Indigeneity and university. The paper by Benevensite et al. focuses on the outcomes and experiences of Aboriginal and Torres Strait students post-boarding in South Australia. They draw on interviews with past students, family and community members to highlight the importance of connections, community and context in relation to students' experiences during and beyond boarding school. They note that boarding providers, schools and policy makers should support Aboriginal and Torres Strait Islander students to identify their needs and negotiate the space between education and employment.

The third and final suite of papers focuses on higher education contexts. Thunig draws on interviews with 17 Aboriginal and Torres Strait Islander academics who identify as women to explore legacy motivations for academic women's professional work and their initial journey into higher education

study. She highlights the wider influences, impacts and outcomes for their immediate familial, extended kinship and broader Indigenous community groups. Focusing on non-Indigenous pre-service drama teachers' perceptions about integrating Indigenous perspectives in their classrooms, Williams and Morris draw on interviews with teachers and highlight that while participants believed in the importance of embedding Indigenous perspectives, they felt apprehensive due to a range of challenges, including a lack of adequate training. These challenges and the participants' recommendations provide evidence for initial teacher education to specifically embed learning experiences in Indigenous theatre and to provide opportunities for pre-service drama teachers to collaborate with Indigenous communities. Woollorton et al. focus on a critical text analysis of recent and past policies to delve into history as a way of understanding why there is inequity for remote Aboriginal people wanting to engage in tertiary education. They conclude that to impact positively upon tertiary education outcomes for Aboriginal students from remote communities, recognition of Aboriginal voices, cultures, histories, rights, knowledge and socio-emotional wellbeing, leadership and cultural security are central—both in universities and in society. The final paper focuses on exploring Indigenous early career research trajectories. Locke et al. review the trajectories of non-Indigenous early career researchers and then draw on emerging research by Indigenous academics in Australia and abroad to advocate for the specific investigation of the career trajectories of Indigenous Australian early career researchers. As the authors note, with a commitment from Australian universities to increase the number of Indigenous students and researchers, it is critical that the experiences and needs of Indigenous early career researchers are investigated and heard.

We hope you enjoy this volume of the *AJIE*. We wish to thank the authors and reviewers for their important 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 for their financial support of the journal. We are grateful to our Senior Publications Officer Sonia Nitchell for managing the import of the extensive *AJIE* archive onto the new platform. We look forward to continuing to bring *AJIE* to readers through our new open access website and ensuring that researchers in Indigenous education globally benefit from increased visibility and engagement with their scholarship.

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