



The Australian Journal of **INDIGENOUS EDUCATION**


This article was originally published in printed form. The journal began in 1973 and was titled *The Aboriginal Child at School*. In 1996 the journal was transformed to an internationally peer-reviewed publication and renamed *The Australian Journal of Indigenous Education*.

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EDITORIAL

 The year 2003 marks the 30th anniversary of *The Australian Journal of Indigenous Education* (*AJIE*) and coincides with the re-launching of the journal as a peer reviewed research journal. Beginning life in 1973 as *The Aboriginal Child at School*, *AJIE* has played a vital role in raising awareness of educational issues for Aboriginal and Torres Strait Islander peoples; fostering debate amongst researchers, government representatives and community groups; and sharing stories of success between both Indigenous and non-Indigenous practitioners positioned in the broad area of Aboriginal and Torres Strait Islander education. The dialogue which has taken place in *AJIE* over the past 30 years maps out the social, political and cultural history of Indigenous education in Australia, and draws attention to the shifting paradigms, problems and practical outcomes.

During 2003 *AJIE* will celebrate its 30th anniversary by revisiting the past, looking to the present and moving into the future. It is with great excitement and pleasure that we launch the new look *AJIE* with an issue dedicated to Indigenous education in the Torres Strait Islands and North Queensland, guest edited by Anna Shnukal. Our gaze in this current issue turns to the here and now context of Torres Strait Islander education. The articles presented in this issue circle in and around the complexities of delivering, developing and sustaining language literacy for Torres Strait Islander students. Two main questions each author addresses are what kinds of literacies are culturally appropriate for Torres Strait Islander students, and how can such literacies be fostered alongside, rather than in opposition to, strong cultural awareness and Islander identity?

The second volume of *AJIE* for 2003 will extend these questions by reflecting on the history of Indigenous education in Australia over the past three decades through a series of invited papers. These contributions will point to significant changes, gains and lessons for the future in the broad field of Indigenous education.

In 2003 two volumes of *AJIE* will be published (Volumes 31 and 32). From 2004 *AJIE* will be published annually towards the end of each year. The new look journal is complemented by a new look website which has full details about how to subscribe and contribute to *AJIE*. The website also has tables of contents of previous issues and some free downloadable sample articles. The website can be accessed at: www.atsis.uq.edu.au/ajie/

We hope you enjoy the fresh approach we are adopting to *AJIE* in 2003 and we look forward to

celebrating our 30th anniversary through continued dynamic scholarship and lively dialogue devoted specifically to issues of practice, pedagogy and policy in Indigenous education in Australia.

Elizabeth Mackinlay & Jackie Huggins
Editors

■ Correction

AJIE Volume 30, Issue 1 (2002), page 8, column 2, paragraph 2, first sentence should read "The days are long passed when teachers could impose by fiat and corporal punishment the use of English in the classroom, let alone in the playground and at home." Our apologies to the author, Anna Shnukal.