



# 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

We are very pleased to present to you this Special Supplementary Issue of *The Australian Journal of Indigenous Education*. Guest edited by Sandra Phillips, Jean Phillips, Sue Whatman and Juliana McLaughlin of the Oodgeroo Unit of the Queensland University of Technology, Volume 36 of AJIE brings together a selection of papers from the (Re)Contesting Indigenous Knowledge and Indigenous Studies Conference convened by the Oodgeroo Unit at the Gold Coast in June 2006. This very successful conference brought together a wide range of international Indigenous and non-Indigenous people to explore the many contested facets of Indigenous knowledges.

Framed in and around Nakata's (2002) idea of the "cultural interface", each of the 19 papers in this volume speak to current dialogues taking place about the complexities, tensions, and (re)contestation of Indigenous knowledges and Indigenous Studies in national and international contexts. Importantly, the papers acknowledge that the representation of Indigenous knowledges and Indigenous Studies have always been played out on contested ground – a struggle between Western paradigms, power and privilege, and Indigenous ways of knowing, being and doing. The contemporary shift in Indigenist research to a dialogue between, across and through both positions from Indigenous and non-Indigenous standpoints is explored in this volume and the privileging of Indigenous research theories, methodologies and approaches as a way forward holds much promise for the empowerment of Aboriginal and Torres Strait Islander peoples in education more broadly.

We hope that the papers in this issue challenge, inspire and pose new questions for you as researchers and practitioners in Indigenous education. We look forward to presenting another Special Supplementary Issue in 2008 of the proceedings from the Indigenous Studies and Indigenous Knowledge Conference to be hosted by Jumbunna Indigenous House of Learning at University of Technology, Sydney in July 2007.

Readers should note that *AJIE* will publish and provide these two volumes to subscribers as supplementary issues at not extra cost. That is, for 2007 and 2008 subscribers will receive two issues of the journal. With only one regular issue of *AJIE* each year, we have adopted this policy so that contributions

to the regular issues are not unduly delayed in publication. This happened in the past when special issues replaced the regular issue for some years.

*Elizabeth Mackinlay & Jackie Huggins*  
Editors