



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 proud to present this Special Supplementary Issue of *The Australian Journal of Indigenous Education*. Guest edited by Professor Martin Nakata, this edition presents an outstanding selection of papers from the 2007 Indigenous Studies and Indigenous Knowledge Conference hosted by Jumbunna Indigenous House of Learning, and the Indigenous Programs Unit in the Faculty of Business at the University of Technology Sydney, 11-13 July 2007.

Indigenous studies and Indigenous knowledge have come to the fore in mainstream tertiary thought for some years now with the former entrenched in the teaching and learning paradigm of some institutions for decades. Indigenous knowledge overall is still an outsider and misunderstood in the academy however by incorporating aspects of this practice we are influencing students and other academics to think about constructing different ways of engaging with Indigenous peoples, communities and issues.

A marked feature of the conference was that it did not seek to act as a divide between Indigenous and Western knowledge in the academy rather it was inclusive to all researchers and practitioners to negotiate their ideas and practices hence this volume of work presented. Contributors are able to have those hard conversations surrounding matters of depth and complexity that most of us who are involved in Indigenous studies grapple with in our daily work.

In this special issue of *The Australian Journal of Indigenous Education* there are a number of articles which include strong collaboration between Indigenous and non-Indigenous academics and scholars which is to be encouraged and supported wherever possible to ensure the rich analysis and discourse is mutually enabled.

The interconnection between teaching and student knowledge is imperative. A frequently asked question is what and how do we teach Indigenous studies? The healthy debates will most likely continue as to speaking positions about whom, for, what and about. Some contributors here attempt to provide some insights into these vexed questions. Indigenous knowledge unquestionably needs to be at the core of these discussions. The ongoing role that these papers demand in the wider educational sphere cannot be underestimated.

Jackie Huggins & Elizabeth Mackinlay
Editors