

Editorial

We are very pleased to bring you Volume 52 Issue 1 of *The Australian Journal of Indigenous Education*. This year the journal celebrates its 50th anniversary! The journal has a long history beginning in 1973 as *The Aboriginal Child at School*. From its infancy, *The Aboriginal Child at School* played an important role in responding to the challenging and urgent tasks facing teachers of Aboriginal and Torres Strait Islander children through the publication of practical information and support and fostering research and publication of findings in relevant areas. In 1996 *The Aboriginal Child at School* was transformed into *The Australian Journal of Indigenous Education* and reduced to two issues per year. The decision was made to change the title as a result of feedback from educators involved in Aboriginal and Torres Strait Islander education and also to reflect a broadening of the content of the journal to include international perspectives. In 2003, coinciding with the 30th anniversary of the journal, the decision was taken to relaunch *AJIE* as a peer reviewed research journal. From 2012 to 2021 *AJIE* was published by Cambridge University Press and in 2022 *AJIE* began an exciting new future as a fully open access scholarly publication. This year we also welcome a new Editorial Board and we thank them for their service to the journal.

The first four articles in this volume focus on Australian university and high school contexts. Cook et al. provide us with insight into how support services are being utilised by Aboriginal and Torres Strait Islander university students and their reasons for engagement with Indigenous education units through a case study at Griffith University. Harry et al. explores mentorship practices to empower the success of Indigenous Australian young people and argues for reconceptualisations of Indigenous mentee success through Indigenous ontological lenses and reorientations of mentorship frameworks. Providing insights into some of the challenges that are found in Indigenous education university contexts, Rom draws on the storied experiences of non-Indigenous pre-service teachers, academics and his own experiences in the classroom. He also provides a practical recommendation to attempt to combat some of the key classroom challenges identified in his research. Shifting to the school context, Morley et al. examine Queensland secondary teacher induction training prior to working with Indigenous students and how this is translated into classroom practice. Also in relation to mentoring but in the Solomons Islands, Sanga et al. explore the relationship between academic mentoring and *tok stori*, a Melanesian orality, in a digital environment. Highfield et al. focus on qualitative and quantitative survey results from *whānau* (family members) of *tamariki* (children) attending schools in Aotearoa New Zealand. The paper describes the positive impact of effective family engagement on *tamariki*, from the perspectives of *whānau*. The final paper by Motu et al. examines findings from a qualitative case study on voluntary participation in morning karakia (incantation, prayer) and *waiata* (song) sessions, led by a group of teacher educators in Aotearoa New Zealand.

We hope you enjoy this 50th anniversary volume of the *AJIE* and we wish to thank the authors and reviewers for their contributions to this volume. We also thank all of the past *AJIE* Editors and Editorial Board members who have contributed to making the journal the high-quality international publication that it is today. 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 which has enabled us to move the extensive *AJIE* archive onto the new platform. All articles back to Volume 18 (1990) are now freely available online and we anticipate having the remainder of the archive (back to 1973) on the website by the end of 2023. We look forward to continuing to bring *AJIE* to readers through our new open access website for many years to come.

Bronwyn Fredericks, Martin Nakata, and Katelyn Barney



Except where otherwise noted, content in this journal is licensed under a [Creative Commons Attribution 4.0 International Licence](https://creativecommons.org/licenses/by/4.0/). As an open access journal, articles are free to use with proper attribution. ISSN: 2049-7784.

The Australian Journal of Indigenous Education
Volume 52 | Issue 1 | © The Author/s 2023 doi 10.55146/ajie.v52i1.682
