

Editorial

While there has been much debate over the past months in relation to a whole range of Indigenous issues, Aboriginal and Torres Strait Islander education is an imperative in determining the future success and otherwise for communities around Australia.

This issue features a range of topics from personal to political experiences in determining where Indigenous education is heading.

Megan Clarke's paper provides an insight into differences in culture and how these differences impact on teaching, and personal and professional relationships with Aboriginal teaching assistants.

The aim of her work is to provide some direction and support to new non-Aboriginal teachers in remote Aboriginal community schools in the Northern Territory. This is a very noble idea indeed, as many teachers who go to teach in the outback are not prepared for the cultural differences that await them. Some sound strategies for how to cope are addressed.

Jessica Hogan's analysis is that the successful implementation of the AEP relies on teachers' understanding of Aboriginal content and perspectives, views and aspirations. This requires collaboration of sorts. The *Aboriginal Education Policy* (AEP) attempts to create a holistic approach to Aboriginal education for all students. There are some useful insights in her work.

What is Indigenous autonomy in education? Geoffrey Partington enquires into this in his article, where he looks at the works of previous contributors to the *Australian Journal of Indigenous Education* and comments on their articles.

Robert Smith addresses the question of music in the search for literacy and numeracy outcomes in Indigenous education. Increasingly there is a need to view music education in a region like the Northern Territory as a 'both-ways' practice, particularly in the light of the success many Indigenous music groups are having in the mainstream.

A growing number of Native scholars are involved in decolonising higher education through a range of processes designed to create space for Indigenous realities and Indigenous ways of managing knowledge. Polly Walker discusses how this is done in her article. A popular subject content recently developed by Native scholars is that of 'whiteness'. Indigenous knowledges are central to the whole idea of Indigenous realities.

Native scholars are decolonising the educational processes of Western universities. This is not uncommon but a global exercise.

As outlined above there are some interesting debates surfacing and appearing in this journal. We hope that it will develop and be of benefit to all practitioners in Indigenous education.

Please feel free to send copies of your work to the *Journal* for consideration for publication. We encourage you to do so. Aboriginal and Torres Strait Islander education deserves comprehensive discussion to enable a more equitable experience for students. Your assistance and guidance would be appreciated. We remain committed and eager to receive prospective authors' and commentators works.

Michael Williams
Editor

Jackie Huggins
Guest Editor