

Editorial



Welcome to 1996 and the first issue of the journal under its new title *The Australian Journal of Indigenous Education*. The decision was made to change the title as a result of feed-back we have received from educators involved in Aboriginal and Torres Strait Islander education. We hope you will agree with us that this title better reflects the broad range of Indigenous educational issues the journal now addresses.

Everyone should have received a notice advising of the changes to the journal, so hopefully none of our readership will be surprised by the name change and the new format. Just by way of a reminder, you will now be receiving two larger issues of the journal each year — March/April and September/October. This will enable us to improve the quality of the journal and provide educators with a more comprehensive and informative publication at more appropriate times of the year. The journal will continue to provide a national forum for educators to exchange ideas and strategies for successful teaching, ways of optimising Indigenous students' development and techniques for providing challenging and rewarding learning experiences. However, in order for us to provide our readers with stimulating and interesting information, we need contributions from you, the professionals working in the field. It is essential that Indigenous students' needs are recognised and catered for appropriately in the education system. In order for this to happen educators, policy makers and administrators need to have information on different teaching methodologies, available resources and research findings relevant to Indigenous education systems. We therefore cannot encourage you strongly enough to contribute information drawn from your own experiences, and to put forward your views and raise debate on any of the articles that appear in the journal.

We have seven articles in this issue, divided into the following headings: Schools, Teacher Education, Research and Teacher-to-Teacher. The Watson and Roberts paper describes current efforts to promote community links at Minimbah Preschool in Armidale, New South Wales. Stuart Grimley's article on Sport offers some interesting observations for teachers and theorists and questions 'learning styles' theories. Very little attention has been focused on sport and Aboriginal culture, so it is encouraging to have a contribution on a rather neglected topic. Paul Buckley raises the question of what constitutes an Aboriginal school, and takes the position that if Aboriginal people have real control of educational decisions for their community, then the school can legitimately be described as an Aboriginal school. Mary-Anne Gale's paper celebrates the success of the Anangu Teacher Education Program (AnTEP) program at the University of South Australia and the achievements of its graduates. Buckley's second paper is also focused on Aboriginal teacher education and provides some constructive criticism of Batchelor teacher education practices. These programs are extremely important and as Gale points out the challenge now lies with Indigenous graduates to ensure that their voices are heard within their schools and communities, and that they are key participants in policy and curriculum development for Indigenous students. We would also encourage Indigenous educators to provide information through the avenue of this journal to ensure that your views and perspectives are brought into the arena of the education system. Derek Pugh has provided us with a short paper describing a six-week narrative writing program he undertook with a class of teenage girls at Maningrida Community Education Centre. The result of this program was a short novel, *Tammy Damulkurra*, published by Aboriginal Studies Press. We are sure you will find this paper informative and something you may wish to try in your own classrooms. Finally we have a research report from Jo Lampert. She presents findings and a discussion on a project undertaken at the University of Queensland that surveyed academics, with the aim of gauging the representation of Indigenous Australian perspectives in teaching at the University. There are also a number of Reviews included that we hope you will find useful.

For those of you who wish to contribute any material to the journal, we draw your attention to the Guidelines for Contributors on the inside back cover of each issue. By way of editorial policy we would like to take this opportunity to advise potential contributors that while we will not accept university assignments for publication, we will consider articles that are based on assignment work.

We wish you all a productive and stimulating year and encourage you to reflect on the themes and recommendations contained in these articles and would be pleased to receive your comments and views.

The Executive Editors