

# EDITORIAL

We are very proud to present this Special Supplementary Issue of *The Australian Journal of Indigenous Education* guest edited by Lynette Henderson-Yates (University of Notre Dame, Perth, Australia) and Darlene Oxenham (University of Western Australia, Perth, Australia). This collection of 12 papers drawn from the 2009 Indigenous Studies and Indigenous Knowledge Conference held in Perth, highlight approaches to researching Indigenous knowledges, Indigenous research methodologies, and the ways that these come together in classroom and community contexts.

There are several themes which emerge from this volume. The ways in which Indigenous knowledges, pedagogies and methodologies are represented, enacted and offer alternative approaches to Western orthodoxy in tertiary settings continues to be a significant issue in Indigenous Australian education. Many of the papers in this volume send strong messages about the centrality of consultation and collaboration for researching, teaching and learning, and representing Aboriginal and Torres Strait Islander peoples, communities, cultures and knowledge systems in educational settings. One of the most powerful approaches to researching, and teaching and learning emerging from this collection of papers is the centrality of storytelling to Indigenous pedagogies, Indigenous methodologies and Indigenous education.

Each and every paper in this special issue of *The Australian Journal of Indigenous Education* brings a sense of creativity, commitment and courage to finding and implementing the kinds of educational change needed in Australia today to actively work towards “closing the gap”. We hope you enjoy this collection of papers and find inspiration, affirmation and renewed enthusiasm for opening up doorways and making space for Aboriginal and Torres Strait Islander peoples to achieve their educational potential however they may choose to define it.

*Elizabeth Mackinlay & Michael Williams*  
Editors