

EDITORIAL

We are very proud to present Volume 34 of *The Australian Journal of Indigenous Education* entitled *Thinking place: The Indigenous humanities and education*. Guest edited by Marie Battiste (University of Saskatchewan, Saskatoon, Canada) and Cathryn McConaghy (University of New England, Armidale, Australia), this volume presents a special focus on international issues in Indigenous education. This large collection of papers highlights issues confronting the ways in which we need to rethink, reimagine and reconstruct approaches to Indigenous education.

Each of the 15 papers in this volume explores notions of the Indigenous humanities as location of possibility for achieving what might be considered radical yet overwhelmingly positive pedagogical transformation. Bringing together the perspectives of Indigenous and non-Indigenous educators from Canada, America, Guatemala, New Zealand, Australia and Finland, this volume presents local, national and global views on what the Indigenous humanities are and how they can be articulated. This diversity of ideas also extends to the use of terminology in each paper. Some include Indigenous terms for specific educational and cultural concepts. Many use words familiar to those of us who work within the discipline of Indigenous studies and bring with them local interpretations of these terms such as Aboriginal, Indigenous and Native.

Each and every paper in this special issue of *The Australian Journal of Indigenous Education* asks those in the business of “doing” Indigenous education and Indigenous studies everywhere to think creatively, differently and courageously about teaching and learning issues in Indigenous education and we look forward to presenting further international focused papers in future volumes.

Elizabeth Mackinlay & Jackie Huggins
Editors