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Editorial

Aileen Moreton-Robinson, Mark McMillan and David Singh

The articles in this edition again attest to the broad range of scholarly concerns that signify the growing disciplinary maturity of critical Indigenous studies. The first article, by Mary Goslett and Vanessa Beavan, draws on empirical research concerning improving the social and emotional well being (SEWB) of Aboriginal women through listening to their experiences of identity and culture. Deploying interpretive phenomenology in their analysis of the womens' accounts, they discerned interdependent themes that captured their experiences. They conclude by reiterating the need for decolonising approaches to SEWB, infomed by the very people whose experiences are being canvassed in our efforts at amelioration. The second article, by Valmaine Toki, notes the optimism that greeted the *United Nations Declaration on the Rights of Indigenous Peoples*. However, Toki further illuminates the routine violations and breaches that followed, particularly those by extractive industries and business activity generally. The article examines the fraught relationship between Indigenous rights, the state and business imperatives.

The remaining articles are concerned with the teaching of Indigneous languages in schools. The first, by Diane Johnson and Keao NeSmith, examines the pedagogical developments governing Hawaiian language teaching. Beginning with the oft derided "grammar translation" approach that has been associated with "elitism and cultural dominance", she moves to the promise afforded by "communicative language teaching", designed to encourage learners to use language for genuine communication in culturally appropriate contexts. However, her analysis of a sample of Hawaiian language lessons reveals that the grammar translation approach remains very much in evidence. She concludes by warning of the death of Indigenous languages unless language policy and planning is improved significantly in the Hawaiian Kingdom. Finally, Sophie Nock's article draws on a recent study of the teaching and learning of *te reo Māori* (Māori language) in English-medium secondary schools in *Aotearoa/NewZealand*. Nock examined a range of textbooks in use by teachers and found a number of concerning issues, including their inconsistency with curriculum guidelines. In conclusion, Nock is concerned to outline what should ideally guide the design of effective Indigneous language textbooks.

Book Review

"And There'll Be NO Dancing". Perspectives on Policies Impacting Indigenous Australia Since 2007. Edited by Elisabeth Baehr and Barbara Schmidt-Haberkamp. 2017. Newcastle upon Tyne: Cambridge Scholars Publishing.

Reviewed by Oliver Haag, Austrian Center for Transcultural Studies

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