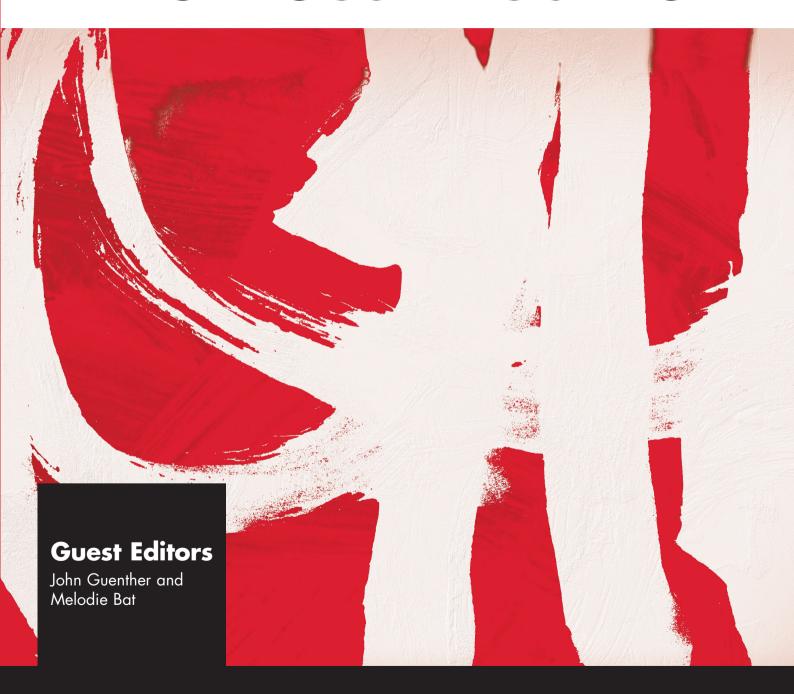
The Australian Journal of

INDIGENOUS EDUCATION



Special Issue: Red dirt thinking on remote Aboriginal and Torres Strait Islander education

The Australian Journal of

INDIGENOUS EDUCATION

The Australian Journal of Indigenous Education (AJIE) has played a vital role in raising awareness of educational issues for Aboriginal and Torres Strait Islander peoples; fostering debate among researchers, government representatives and community groups; and sharing stories of success between both Indigenous and non-Indigenous practitioners positioned in the broad area of Aboriginal and Torres Strait Islander education. The dialogue which has taken place in AJIE over the past 30 years maps out the social, political and cultural history of Indigenous education in Australia, and draws attention to the shifting paradigms, problems and practical outcomes.

SUBSCRIPTION RATES 2013

This journal is published biannually.

The institutional rates (excluding VAT) are:

	Print and online	Electronic Only
Australia	143 AUD	132 AUD
N America	151 USD	145 USD
UK and ROW	98 GBP	93 GBP

EU subscribers (outside the UK) who are not registered for VAT should add VAT at their country's rate. VAT registered subscribers should provide their VAT registration number. Prices include delivery by air when appropriate. Japanese prices for institutions are available from Kinokuniya Company Ltd, P.O. Box 55, Chitose, Tokyo 156, Japan.

Orders and subscription enquiries should be addressed to:

Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 8RU, UK Email: journals@cambridge.org

Orders from N America should be addressed to:

Cambridge University Press, Journals Fulfillment Department, 100 Brook Hill Drive, West Nyack, NY 10994-2133, USA

Email: subscriptions_newyork@cambridge.org

The Australian Journal of Indigenous Education and all other Cambridge Journals can be found at http://journals.cambridge.org/

EDITORIAL BOARD

Editors

Elizabeth Mackinlay, University of Queensland Martin Nakata, University of New South Wales

Managing Editor

Katelyn Barney, University of Queensland

Editorial Board Members

Jeannie Leane, Australian Institute of Aboriginal and Torres Strait Islander Studies

Karen Martin, Griffith University

Michael Christie, Charles Darwin University

Marcia Devlin, University of Ballarat

Allan Luke, Queensland University of Technology

Annette Woods, Queensland University of Technology Tyson Yunkaporta, NSW Department of Education and

Training

Dennis Foley, University of Newcastle

Carmen Robertson, University of Regina

Gary Partington, Edith Cowan University

Chris Wilson, Flinders University

Lynette Henderson-Yates, The University of Notre Dame

Cathryn McConaghy, University of Sydney

Robin Ober, Batchelor Institute of Indigenous Education

Darlene Oxenham, University of Western Australia

Rhonda Craven, University of Western Sydney

Jo-Anne Reid, Charles Sturt University

© Published by Cambridge University Press on behalf of Australian Academic Press Pty Ltd. All rights reserved. No part of this publication may be reproduced, in any form or by any means, electronic, photocopying, or otherwise, without permission in writing from Cambridge University Press.

Permission to copy (for users in the USA) is available from Copyright Clearance Center, http://www.copyright.com, email:info@copyright.com

Artwork: Adapted from Jungle Vine (2002) by Macsen Ja-wukanyi Chalmers

The Australian Journal of

INDIGENOUS EDUCATION

Volume 42-2013

Contents

Editorial Martin Nakata and Elizabeth Mackinlay	iii
Introduction Jeannie Herbert	85
Red Dirt Thinking on Aspiration and Success Sam Osborne and John Guenther	88
Red Dirt Thinking on Educational Disadvantage John Guenther, Melodie Bat and Sam Osborne	100
Red Dirt Thinking on Power, Pedagogy and Paradigms: Reframing the Dialogue in Remote Education Sam Osborne and John Guenther	111
Red Dirt Thinking on Education: A People-Based System Melodie Bat and John Guenther	123
Red Dirt Thinking on Child Wellbeing in Indigenous, Rural and Remote Australian Communities: The SpICE Model "I just don't want my kid to struggle like I did at school" Kendall Clarke and Marijke Denton	136
Towards a Good Education in Very Remote Australia: Is it Just a Case of Moving the Desks Around? John Guenther and Melodie Bat	145
Are We Making Education Count in Remote Australian Communities or Just Counting Education? John Guenther	157
Learning Versus Education: Rethinking Learning in A <u>n</u> angu Schools Sam Osborne	171
Kulintja Nganampa Maa-ku <u>n</u> puntjaku (Strengthening Our Thinking): Place- Based Approaches to Mental Health and Wellbeing in A <u>n</u> angu Schools Sam Osborne	182

ISSN 1326-0111

Published by Cambridge University Press www.cambridge.org