

Volume 45 — December 2016

The Australian Journal of **INDIGENOUS EDUCATION**



Editors

Elizabeth Mackinlay
University of Queensland

Managing Editor

Katelyn Barney
University of Queensland

The Australian Journal of INDIGENOUS EDUCATION

The Australian Journal of Indigenous Education (AJIE) is an internationally refereed journal which publishes papers and reports on the theory, method, and practice of Indigenous education. The journal welcomes articles that ground theoretical reflections and discussions in qualitative and quantitative studies, as well as examples of best practice with a focus on Indigenous education. While *AJIE* has a particular focus on Indigenous education in Australia and Oceania, research which explores educational contexts and experiences around the globe are welcome. *AJIE* seeks to foster debate between researchers, government, and community groups on the shifting paradigms, problems, and practical outcomes of Indigenous education.

SUBSCRIPTION RATES 2016

This journal is published biannually.

The institutional rates (excluding VAT) are:

	Print and online	Electronic Only
Australia	256 AUD	237 AUD
N America	188 USD	176 USD
UK and ROW	122 GBP	113 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, 1 Liberty Plaza, New York, NY 10006,
United States
Email: subscriptions_newyork@cambridge.org

The Australian Journal of Indigenous Education and all other Cambridge Journals can be found at <https://cambridge.org/core>

EDITORIAL BOARD

Editors

Elizabeth Mackinlay, *University of Queensland*
Martin Nakata, *James Cook University*

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. 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 45—2016

Contents

Editorial Elizabeth Mackinlay and Martin Nakata	iii
Negotiating Global and Interdisciplinary Imperatives for Indigenous Education Scholarship and Pedagogy Harvey Charles, Michelle Harris, and Bronwyn Carlson	111
Challenging Lecturer Assumptions About Preservice Teacher Learning in Mandatory Indigenous Studies Katrina Thorpe and Cathie Burgess	119
Kaupapa Māori Methodology: Trusting the Methodology Through Thick and Thin Anne Aroha Hiha	129
Facing the Indigenous 'Other': Culturally Responsive Research and Pedagogy in Music Education Terry Locke and Lauren Prentice	139
Engaging Indigenous Knowledges: From Sovereign to Relational Knowers Morgan Brigg	152
Burning Off: Indigenising the Discipline of English Brooke Collins-Gearing and Rosalind Smith	159
Indigenous Sky Stories: Reframing How we Introduce Primary School Students to Astronomy — a Type II Case Study of Implementation Nicholas Ruddell, Lena Danaia, and David McKinnon	170
What's in a Name?: Exploring the Implications of Eurocentric (Re)naming Practices of Aboriginal and Torres Strait Islander Nomenclature in Australian Education Practices Sara Weuffen, Fred Cahir, and Margaret Zeegers	181
Matching Linguistic Training with Individual Indigenous Community's Needs Jo Caffery	191

ISSN 1326-0111

Published by Cambridge University Press
www.cambridge.org