

the AUSTRALIAN JOURNAL
of INDIGENOUS
EDUCATION



Cunningham Library - ACER



10060451

Volume 33 — 2004

ISSN 1326-0111

the AUSTRALIAN JOURNAL of INDIGENOUS EDUCATION



The Australian Journal of Indigenous Education is a peer reviewed research journal publishing articles in the field of Indigenous education, broadly defined. It is the only journal for educators devoted specifically to issues of practice, pedagogy and policy in Indigenous education in Australia. The journal has an international audience and is highly valued by its readers as a reliable source of information on Indigenous education issues. Contributions on the participation of Indigenous people in education and training; equitable and appropriate access and achievement of Indigenous people in education and training; and the teaching of Indigenous studies, cultures and languages to both Indigenous and non-Indigenous students are encouraged. Notes to Contributors can be found at the back of each issue. The journal is published by the Aboriginal and Torres Strait Islander Studies Unit at the University of Queensland, under the strategic management and with the support of the Unit Director, Michael Williams.

■ *Editors:* Jackie Huggins & Elizabeth Mackinlay
Managing Editor: Sean Ulm
Administrative Assistant: Jan Stewart
Graphic Design: Lovehate Design
Printing: Printpoint Australia Pty Ltd
Artwork: Adapted from *Jungle Vine* (2002)
by Macsen Ja-wukanyi Chalmers

■ All correspondence and submissions should be addressed to:

The Editors
The Australian Journal of Indigenous Education
Aboriginal and Torres Strait Islander Studies Unit
The University of Queensland
Brisbane QLD 4072
AUSTRALIA
Email: ajie@uq.edu.au
URL: <http://www.atsis.uq.edu.au/ajie/>

■ The views expressed in this journal are not necessarily those of the Editors or Publisher.



© Aboriginal and Torres Strait Islander Studies Unit
The University of Queensland, 2004

ISSN 1326-0111

www.atsis.uq.edu.au/ajie/

TABLE OF CONTENTS

EDITORIAL	
Elizabeth Mackinlay & Jackie Huggins	ii
ONGOING CONVERSATIONS <i>about</i> ABORIGINAL <i>and</i> TORRES STRAIT ISLANDER RESEARCH AGENDAS <i>and</i> DIRECTIONS	
Martin Nakata	1
SELF-RECOGNITION <i>and</i> WELL-BEING: Speaking Aboriginal English in healthy classrooms	
Neil Harrison	7
EXPLORING EFFECTIVE TEACHING STRATEGIES: Simulation case studies and Indigenous studies at the university level	
Heidi Norman	15
UNDERSTANDING SOCIAL <i>and</i> LEGAL JUSTICE ISSUES <i>for</i> ABORIGINAL WOMEN <i>within the</i> CONTEXT <i>of an</i> INDIGENOUS AUSTRALIAN STUDIES CLASSROOM: A problem-based learning approach	
Elizabeth Mackinlay, Kristy Thatcher & Camille Seldon	23
STRATEGIES <i>for</i> IMPROVING INDIGENOUS FINANCIAL LITERACY <i>in</i> SCHOOLS	
MaryAnn Bin-Sallik, Isabella Adams & Siva Ram Vemuri	31
INDIGENOUS STUDENTS <i>and</i> MATHEMATICS: Teachers' perceptions of the role of teacher aides	
Elizabeth Warren, Tom J. Cooper & Annette Baturu	37
SOUND-FIELD AMPLIFICATION: Enhancing the classroom listening environment for Aboriginal and Torres Strait Islander children	
Robyn Massie, Deborah Theodoros, Bradley McPherson & Joseph Smaldino	47
<i>a</i> VISITING OCCUPATIONAL THERAPY SERVICE <i>to</i> INDIGENOUS CHILDREN <i>in</i> SCHOOL: Results of a pilot project	
Alison Nelson & Heather Allison	55
NOTES <i>to</i> CONTRIBUTORS	61