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GUIDELINES FOR AUTHORS

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.

Manuscripts may be accepted for publication, returned for revision or rejected. However, every effort will be made to help authors bring their manuscript up to the required standard for publication. Minor amendments may be made by editorial staff following review to ensure that reasonable standards of content, presentation and readability are maintained. The editors' decision is final.

In addition to the above, *Australian Journal of Indigenous Education* welcomes brief reports (500–1500 words) on program development, policy development or research. Acceptance for publication will be on the basis of review by the editorial team.

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4. Do not use any footnotes. Endnotes should be kept to a minimum and listed at the end of the text under the centred heading 'Endnotes'. Acknowledgments should be placed at the end of the article with a separate heading.
5. A list of figure captions should follow the tables in the manuscript.

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Examples of citations are:

The theory was first propounded in 1970 (Larsen, 1971). Larsen (1971) was the first to propound the theory.

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Sheridan, S.M. (1998). Social skills training for ADHD children. In S. Goldstein & M. Goldstein, (Eds.), *Managing attention deficit hyperactivity disorder in children* (pp. 592–612). New York: John Wiley.

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- running head of maximum 50 characters including spaces
- up to 6 keywords
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- APA style for citations, references, numbers, capitalisation, table and figure captions, and statistical symbols
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Any enquiries should be addressed to:

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