

Index

- Aboriginal and Torres Strait Islander
education, 96, 101–102, 107
peoples, 144
- Allocation of funds, 132
- Anti-colonial framework, 138
- Assembly of First Nations (AFN), 120
- Assimilation, 115
- Australia, 40
educational success through eyes
of children of refugee
background in, 40–49
- Australian Curriculum and
Assessment Authority
(ACARA), 98
- Autoethnography, 75 (*see*
also Collaborative
autoethnography (CAE))
- Axio-onto-epistemology, 100, 169
- Axiology, 14–15, 98–99, 123–124, 136
- Bank of Montreal, 138
- Beneficiaries, tools used to
communicate with, 129–130
- Caleb's primary school placement,
107–108
- Canadian Broadcast Corporation
(CBC), 138
- Canadian government, 117
- Canadian Study, 69–71, 76
overarching project of practice,
77–78
practice landscape, 77
table of invention, 78
- Capacity building, 160
- Capital encroachment, 124, 131
- Challenges, 168
- Co-inquirers, 166
- Coding process, 125
- Collaborative autoethnography
(CAE), 65, 75, 81
prior intentions, 81–83
methodology, 63–64
research experience, 83–85
- Coloring epistemologies, 100
- Communication issues, 126–129
- Comparative research, 68
- Compulsory income management,
145–146
- Context of discovery, 65
- Corporate trustee, 117, 119
- COVID-19 pandemic, 2
- Criss-crossing approach, 68
- Critical race theories, 26, 100
- Critical-emancipatory approach, 67
- Cultural genocide, 116
- Cultural ways of doing things,
134–135
- Cultural-discursive arrangements, 3,
32, 58, 124
- Culturally diverse educational sites, 169
- Danning/bildung theory, 10
- Data analysis, 124–125, 149
- Decentralised control, 138
- Decolonizing Methodologies: Research
and Indigenous Peoples*
(Smith), 25
- Democratic ethos, 89–90
- Dialogic conversation, 75–76
- Dialogic research approach, 17
- Dialogic research practices, 63–64
CAE, 81–85
Canadian study, 76–78
democratic ethos, 89–90
facilitating for discoveries, 85–87
methodology, 68–76
Norwegian study, 78–81

- onto-epistemological assumptions, 89
 - participants, 88
 - researcher, 87–88
 - researcher's axiological stance, 90–91
 - space for emotions and affections, 90
 - theoretical framework, 65–68
- Dialogue, 166
- Dialogue Café, 64, 78–81
- Dictaphones, 80
- Discovery, 64–66
- Disempowerment of Indigenous peoples, 118
- Doings, 32–33, 42

- Economic development, 148
- Education, 2, 4, 28, 67, 135
- Educational communities, 166
- Educational praxis, 26, 29
- Educational relationships, 67
- Educational research, 2, 25, 27
- Educational researchers, 2
- Educational science, 65
- Educational success through eyes
 - of children of refugee background in Finland and Australia, 40–49
- Educational Success Through the Eyes of a Refugee Child*, 40
- English as an additional language/ dialect (EALD), 8
- Enterprises, 145
- Entrepreneurs, 146
- Epistemic injustice, 17, 25–26, 29
- Epistemic violence, 110
- Epistemology, 14–15, 25, 98, 123
- European refugee crisis of 2015, 40
- 'Everyday learning spaces' of students
 - of refugee background in Regional Australia, 49–56
- Evidence-based practice, 29
- Exclusion, 98
- Explorative approach, 86

- Feminism, 26
- Financial literacy education, 135
- Financial professionals, 119
- Financial risk, 160
- Financial transparency, 119
- Finland, 40
 - educational success through eyes of children of refugee background in, 40–49
- First Nation communities, 18
 - in Canada, 116
- First Nations Financial Transparency Act, 119
- First Nations trust settlement
 - agreements, 116–117
 - anti-colonial framework, 138
 - cultural ways of doing things, 134–135
 - financial literacy education, 135
 - findings, 125–137
 - not working well with, 126–134
 - purpose of research, 120–121
 - questioning trust, 139
 - research approach, 121–123
 - sovereignty and decentralised control, 138
 - theoretical framework and methodological approach, 123–125
 - trust account practices, 136–137
 - working well with, 125–126

- Global education reform movement (GERM), 28
- Government funding, 55
- Government-funded support initiatives, 150–156
- Graduate Diploma of Education (Grad Dip), 104

- Health and Physical Education (HPE), 6
- Hermeneutical epistemic injustice, 25–26

- Indian Act in Canada, 138
 Indigeneity, 99
 Indigenist research, 96
 indigenous communities, 110–111
 onto-epistemology, 98–100
 principles, 108–109
 project, 101–108
 of teaching practices, 100–101
 ‘Indigenist’ research traditions or
 practices, 17
 Indigenous ‘materials’, 106–107
 Indigenous accountability processes,
 118
 Indigenous Business Australia (IBA),
 144, 150–152
 Indigenous businesses, 144
 Indigenous employees administering
 support programmes, 161
 Indigenous knowledges, 104–105
 Indigenous Procurement Policy, 144,
 153–154
 Indigenous small business, 143, 145
 context in Australia, 145–146
 data analysis, 149
 government-funded support
 initiatives, 150–156
 needs, 160–161
 recommendations, 158–161
 research approach, 146–147
 revealing practice of support for
 indigenous small business
 owners, 157–158
 separate regulations, classification
 of indigenous businesses,
 and accountability
 mechanisms, 159
 theorising support for indigenous
 small business owners
 through government
 initiatives, 147–148
 Indigenous students, 96–98, 100
 Indigenous-owned and controlled
 lands, 145
 Individual narratives, 75–76
 Instructional leadership, 29
 Intercultural Teacher Education, 8
 Intersectional lenses, 27
 Knowledge, 28, 31, 86
 Languages/multilingualism,
 arrangements of welcoming
 through, 43–44
 Learning circles, 64, 86–87
 Leximancer, 102
 Localised programmes administered
 at community level, 161
 Material-economic arrangements, 32,
 124
 Material-economic resources, 58
 Meaning-making process, 86
 Medical research, 27
 Metaphysics of constructivism, 14
 Methodological resources for
 educational practice
 research, 167–168
 Monetary systems and trusting,
 132–134
 National Aboriginal Trust Officers
 Association (NATOA), 117
 National Indigenous business alliance,
 159–160
 National Indigenous Research and
 Knowledges Network
 (NIRAKN), 11, 121
 Non-Indigenous pre-service teachers,
 101–102
 Norwegian Study, 72–74, 78
 context, 78–79
 overarching project of practice, 80
 practice landscape, 79–80
 table of invention, 81
 Novice teachers, 98
 NVivo software, 102, 149
 Onto-epistemological assumptions, 89
 Onto-epistemology, 4, 15–16, 98–100
 Ontology, 14, 25, 98, 123

- Papua New Guinea (PNG), 97
- Participants, 88, 166
- Pedagogy, 4, 28
- Pedagogy, education, and praxis
network (PEP network),
4–5, 28
- People, arrangements of welcoming
created by, 47–49
- Photo-elicitation methods, 50–51
- Photo-voice methods, 49
- Physiological research, 27
- Policy, 97, 103
- Postcolonial theories, 26
- Practice architectures, 27, 66–68, 97,
124, 166
brief theoretical genealogy, 27–30
possibilities and limitations, 33–34
practices and, 31–33
short history of silencing voices in
research, 24–27
site ontological approach to
researching practice, 30–31
theory, 29
- Practice researchers, 67
- Practices, 3, 16, 31–33, 66, 97, 123, 148
- Practicum failure, 98
- Praxis, 4–5, 28–29, 67, 100–101
- Pre-service teachers, 98, 102
- Project of practice, 32, 148
- Qualitative study, 146
- Queensland University of Technology
(QUT), 121
- Refugees, 17, 40
- Relatings, 32–33, 42
- Relational accountability, 136, 146
- Relational architectures, 67
- Relational axiology, 124
- Relational ontology, 99–100
- Research challenges, 168
- Researcher, 87–88
- Researcher's axiological stance, 90–91
- Researching practices, 2, 14, 19
Gørill's story, 9–11
Jane's story, 7–8
Kristin's story, 13–14
Levon's story, 11–13
Mervi's story, 8–9
PEP international network, 4–5
Sue's story, 6–7
- Restorative methodology, 81
- Restorative philosophy, 13
- Restorative processes, 86–87
- RJ approach, 76–78
- Royal Canadian Mounted Police
(RCMP), 137
- Royal Proclamation of 1763, 116
- Sayings, 32–33, 42
- School and community programmes,
97, 103
- School–home collaboration in upper
secondary school, 79–80
- Schooling, 56
- Sexual harassment, 26
- Shared faith, arrangements of
welcoming created through
practices of, 52–54
- Silencing voices in research, 24–27
- Site ontological approach, 40
educational success through eyes
of children of refugee
background in Finland and
Australia, 40–49
'everyday learning spaces' of
students of refugee
background in Regional
Australia, 49–56
to researching practice, 30–31
- Site ontological insights, 85–86
- Small business operators, 143
- Social-political arrangements, 32, 124
- Socio-cultural endeavor, 66
- Sovereignty, 138
- Space for emotions and affections, 90
- Sport, arrangements of welcoming
created through
participation in, 54–56
- Standpoint theory, 26–27

- Subject failure, 98
- Success, 41
- Supervising teachers, 102
- Supply Nation, 144, 154–155
- Systemic amnesia, 28
- Systems, 148

- Teacher education, 97, 103
- Teaching practicum, 97, 103
- Tendering, 155–156
- Testimonial epistemic injustice, 25
- Theorising, 65
- Theory of practice architectures (TPA), 3, 17
 - genealogy, 16
- Training, 131–132

- Trust, 117–118
 - lingo, 130–131
 - settlement agreements, 117
- Trust accounts, 116
 - practices, 136–137
- Trustees, 116–117

- Vancouver Police Board, 138

- Ways of beings, 120, 123–124
- Ways of doings, 120, 124
- Ways of knowing, 120, 123
- Windows with curtains, arrangements
 - of welcoming, 45–47

- Yarning, 96, 100