

Editorial

This special issue of *The Australian Journal of Indigenous Education* presents a second volume of papers which specifically address the issue of remote education for Indigenous Australians. 'Red Dirt Revisited', edited by John Guenther, presents findings from his team working on the Remote Education Systems (RES) project within the Cooperative Research Centre for Remote Economic Participation (CRC-REP). Focusing on a number of remote Aboriginal and Torres Strait Islander educational sites in the Northern Territory, Western Australia and South Australia, the RES project is now in its final stages and the main intention behind this special issue is to share significant findings from this important research. Much of the work presented here is by postgraduate students and AJIE is very pleased to be able to provide a voice and forum to support and 'grow' early career researchers in our field.

While the 2013 special edition of AJIE explored a range of theoretical, conceptual and philosophical issues, 'Red Dirt Revisited' takes us deep into the complexities and challenges experienced by teachers, students and communities. A strong thread in this collection of papers is the foregrounding of Indigenous voices and knowledges as central and crucial evidence for the ways in which we might 'think, know and do' policy, pedagogy and practice in RES in the future.

We hope you enjoy the papers contained within this special issue and look forward to your engagement and contribution to Indigenous Australian education across these and related themes in the future.

Martin Nakata and Elizabeth Mackinlay
Editors