

Contributors

Dr. Jonathan Anuik is an Assistant Professor in the Educational Policy Studies department at the University of Alberta in Edmonton, Alberta, Canada. His research interests are First Nations, Métis and Inuit education policy and history, nourishing the learning spirit and the pedagogy of history of education in Canadian teacher education.

Dr. Freddie Elizabeth Alexander Bowles is Associate Professor of Curriculum and Instruction at the University of Arkansas, Fayetteville. She is coordinator for the Master of Arts in Teaching Secondary Education program and specializes in foreign language education, language preservation, and multicultural issues in education.

Dr. Sheila Carr-Steward is Associate Chair, Undergraduate Studies at the University of Alberta, Edmonton, Canada. She works in the area of Educational Policy Studies, and her research focusses on Indigenous education, particularly on the historical and current issues related to educational leadership, governance, and administration. She also works in the area of the treaty right to education highlighted in agreements between First Nations and the Crown from the eighteenth century onwards.

Naatosi Fish (Blackfeet) is currently an undergraduate student at the University of Montana pursuing a baccalaureate in Community Health with a minor in Linguistics. Naatosi graduated from the Blackfeet Immersion School co-founded by the late Darrell Kipp where he found his passion for language revitalization. Naatosi plans to take his education back to the Blackfeet reservation to inspire healthy lifestyles, nation-build for better living conditions, and become involved in Blackfeet language revitalization by building curriculum.

Dr. George Ann Gregory (Choctaw/Cherokee) works in the area of Indigenous language and literacy education. A former Fulbright Scholar and Fulbright Specialist in American Indian Studies, she has worked with a variety of Amerindian populations in the Southwest and Oklahoma. She currently works with Maya in Belize.

Kelly Hillman is a first grade teacher who teaches on the Nez Perce Reservation in the Pacific Northwest. She works to create equitable and culturally responsive spaces in her classroom.

Dr. Tom Hopkins received BS and Masters degrees in Education from Texas University, Austin. His doctorate is from The George Washington University, Washington, DC. He started working in Native American education in 1953 when he and his wife, Vinita, accepted teaching positions at Barrow, Alaska. From Barrow they went to Shungnak (inland Eskimos of the Kobuk River region) and then the Mt. Edgecumbe High School, a boarding school of 660 for Alaskan Natives, located across the ships channel from the city of Sitka. After 1963, when they left Alaska, he has worked on and off on the education of Navajos, doing his dissertation research in 1971 on "Navajo and Non-Navajo Teachers, a Comparison of Characteristics." Over the past 20 years Tom has conducted evaluation-research projects at over 25 Navajo schools and related communities.

Honoring Our Teachers

Dr. Angayuqaq Oscar Kawagley (1934 - 2011) was a Yup'ik anthropologist, teacher, actor and an Associate Professor of Education at the University of Alaska, Fairbanks. The *Anchorage Daily News* described him as “one of (Alaska’s) most influential teachers and thinkers. His 1995 book, *A Yupiaq Worldview: a Pathway to Ecology and Spirit*, sought to reconcile Indigenous and Western worldviews from an Indigenous perspective.

Dr. Keiki Kawai‘ae‘a has played a pioneering role in the development of Hawaiian medium-immersion education for nearly forty years. Her life’s work has primarily focused on the renormalization of Hawaiian as the living language of the home, community and education, a P-26 model—cradle to community. Currently, she serves as the Director of Ka Haka ‘Ula o Ke‘elikōlani College at the University of Hawai‘i at Hilo and continues to her passion as a teacher educator.

Dr. Laura-Lee (Bellehumeur) Kearns is an Associate Professor at the Faculty of Education at St. Francis Xavier University in Antigonish, Nova Scotia, traditional Mi’kmaq territory. Her heart and roots reside on the shores of Georgian Bay, in Ontario, which is part of her Métis ancestral homeland. She graduated with a PhD from the University of Toronto. Her research interests focus on social justice issues, with regard to marginalized youth, including LGBTQ, and Indigenous people and decolonization.

Cindy Latella is a kindergarten teacher who teaches on the Nez Perce Reservation in the Pacific Northwest. She is interested in incorporating Nez Perce language and culture into the literacy curriculum.

Dr. Tiffany S. Lee is Diné from Crystal, NM and Oglala Lakota from Pine Ridge, SD. She is an Associate Professor in Native American Studies at the University of New Mexico. Her research examines Native youth perspectives with regard to language reclamation and identity. She also investigates socio-culturally centered educational approaches for Native students.

Dr. Richard Manning is a former New Zealand High school teacher who has also worked as a researcher for the Department of Māori Affairs and Iwi Transition Agency. He has also worked as a researcher and Treaty claims inquiry facilitator at the Waitangi Tribunal. Richard is now a senior lecturer. He coordinates the Treaty of Waitangi Education Programme at the University of Canterbury College of Education (New Zealand).

Dr. Joseph Martin joined the Northern Arizona University College of Education faculty in 1999 after nearly 15 years serving as a K-12 school administrator. Since coming to NAU, he has served as Special Adviser to the President, founded the American Indian School Leadership (AISL) program, serving as its Director for 15 years. He has written grant proposals collaboratively totaling \$6 million to fund the AISL program. His professional career outside of academia includes service as a Board of Regent for Diné College, Board Chair for the American Indian Graduate Center, turn-around coach and consultant for K-12 superintendents under the Arizona Department of Education, and as a school reform consultant for several tribes desiring to improve their schools.

Kaiolohia Masaoka resides in the Hawaiian Homestead community in Keaukaha, Hawai‘i. She is a dedicated master teacher at Ke Kula ‘o Nāwahīkalanī‘ōpu‘u Hawaiian medium-immersion school where her three children attend. As a Hawaiian language family and a second language speaker, she is committed to the renormalization of Hawaiian as the primary language of home, work and education.

Traci McKarcher is a second grade teacher who teaches on the Nez Perce Reservation in the Pacific Northwest. She is interested in providing opportunities for her students to read engaging and motivating texts.

Dr. Mizuki Miyashita is a Professor of Linguistics at the University of Montana. She has earned a Ph.D. in Linguistics at the University of Arizona; her dissertation was on phonology in Tohono O’odham (Uto-Aztecan). The current focus of her research is documentary linguistics in Blackfoot (Algonquian). She has recorded lullabies and other songs, narratives, conversations, and isolated words in Blackfoot. She is also engaging in training Native American students in Linguistics.

Dr. Adam Thomas Murry (Apache) has a PhD in industrial-organizational psychology with a minor in research methods from Portland State University. He works as a consultant and program evaluator for Tribal agencies and Native-owned non-profit organizations and as a research associate and instructor at the University of Arizona. His collaborations include research on Native American science education, workforce development, disabilities services, substance abuse treatment, and sustainability planning. He currently lives in Tucson with his family.

Dr. Sharon Nelson-Barber directs Culture and Language in Education at WestEd. Her research centers on understanding how the sociocultural contexts in which students live influence the ways in which they make sense of schooling. She also focuses on understanding how aspects of cultural knowledge can become visible in assessment and evaluation to ensure that schooling is equitable for all students. Her work spans the lower 48 states, Alaska, Micronesia, and many areas of Polynesia. She earned a doctorate in human development from Harvard University, and completed postdoctoral work at Stanford University as a Spencer Fellow. She is of Rappahannock descent and has lifelong personal and professional experience in Indigenous communities.

Dr. Jon Reyhner is a Professor of Education at Northern Arizona University (NAU). He has written extensively on Indigenous education and language revitalization, including co-authoring *Language and Literacy Teaching for Indigenous Education* and *American Indian Education: A History*. He maintains a Teaching Indigenous Languages website at <http://nau.edu/til> with links to full text on-line copies of his ten co-edited books on language revitalization and culture-based education published by NAU. His newest book is *Teaching Indigenous Students: Honoring Place, Community, and Culture* published by the University of Oklahoma Press.

Josie Steeves is a PhD candidate in Educational Administration at the University of Saskatchewan in Canada. Her research and teaching interests include

Honoring Our Teachers

post-secondary education, Indigenous education policy, student leadership, the social economy, politics and organizational culture. She also provides consulting services to non-profit and community-based organizations in the areas of social enterprise, governance, and policy development.

Dr. Larry Steeves currently works as an Associate Professor with the Faculty of Education, University of Regina. First Nations and Métis education, leadership development, and blended online instruction are primary areas of research interest. Dr. Steeves has wide experience in both the PreK-12 education and government, including service at senior management levels in both sectors. This has included service as classroom teacher, coordinator of guidance services, principal, director of education and Associate Deputy and Deputy Minister with the government of Saskatchewan.

Dr. Margaret Vaughn is an Assistant Professor of Literacy at the University of Idaho. Her research interests include adaptive teaching, teacher visioning, and student agency.