

Contributors to this Issue

David Anderson is a doctoral student at the Ontario Institute for Studies in Education in Toronto. His focus is on Aboriginal education, language, and educating Non-Aboriginal people about our continuing struggles and success. He is currently a course director in the Faculty of Education at York University and part-time at Queen's University (A.T.E. Programme).

Eileen Antone, a graduate of OISE/UT, is an adjunct faculty member in the Department of Adult Education, Community Development, and Counselling Psychology. She is a faculty member in the Transitional Year Program of the University of Toronto where the primary focus of her work is with Aboriginal students achieving university studies. Eileen has many years of experience with Aboriginal communities and organizations, both as a committee member and a concerned individual advocating for Aboriginal perspectives. She is a member of the Oneida of the Thames First Nation.

Natasha Blanchet-Cohen coordinates the Unit for Research and Education on the Convention on the Rights of the Child and has worked with Indigenous peoples both in Canada and abroad. Natasha presented an earlier version of this report at a UNESCO conference in Paris as part of an international inquiry into Indigenous education.

Bruce Cooke Dallin is the Coordinator and an instructor in the Child and Youth Care First Nations Program, Malaspina University-College. Bruce works from the Cowichan Campus in Duncan, British Columbia.

Alan Ojiig Corbiere is from M'Chigeeng First Nation in Ontario. He is of the Bne (Ruffed Grouse) clan and is Nishnaabe of Ojibwe, Potawatomi, and Odawa descent. Alan completed his undergraduate degree in environmental science at the University of Toronto and completed his Master of Environmental Studies at York University. His studies have focused on Nishnaabe knowledge, language, and environmental thought throughout his academic career. He currently works for the Ojibwe Cultural Foundation and volunteers in his two daughters' Ojibwe language classes.

Cheryll Duquette has taught courses in special education and curriculum to First Nations students taking community-based teacher education and professional development programs. She is also the Coordinator of the Native Teacher Education Program and the Native Classroom Assistant Program in the Faculty of Education at the University of Ottawa.

Laara Fitznor is a faculty member in the department of Adult Education, Community Development, and Counselling Psychology who specializes in the development of Aboriginal education studies at OISE/UT. She was a faculty member with the University of Manitoba for 13 years prior to her appointment at OISE/UT where she worked in the area of anti-racism education, Aboriginal education, and affirmative action for Aboriginal students. Laara has worked in many circles, committees, councils, and boards where the goals were a move toward a more inclusive, Aboriginal-focused, equity-oriented vision of the organizations. She is Cree from Manitoba.

Celia Haig-Brown is the Director of the Graduate Programme in Education at York University. She is a white woman who works with Aboriginal people in a variety of research and teaching contexts. She teaches courses in adult and community education and research methods.

Helen Harper is an associate professor in the Faculty of Education, University of Western Ontario, where she teaches English and cultural studies, critical and feminist pedagogy. Her research focuses on issues of social difference, representation, and identity in relation to pedagogy. Her recent work has focused on the discursive and material history of women teaching in Northern Aboriginal contexts.

John Hodson is the Coordinator of the Aboriginal stream of the Bachelor of Education Program at the Centre for Adult Studies and Distance Learning. John is Mohawk, Turtle Clan, and has worked in Aboriginal adult education at the community college, university, and community level in Ontario and is a member of a number of circles and associations dedicated to the needs of Aboriginal adult learners. John has (co)authored, published, and presented several articles related to the subject and is currently pursuing a graduate degree part time.

Michael Kompf is Director of the Centre for Adult Studies and Distance Learning. He is also an associate professor in the Department of Graduate Studies in the Faculty of Education at Brock University. In addition to his numerous guest lectures, research activities, articles, handbooks, papers, and presentations nationally and internationally, he coordinated the pilot project for the Special Master of Education in Adult Education and designed and developed Brock's Bachelor of Education in Adult Education Program. His interests include adult education, teacher thinking, personal construct theory, the role of retired teachers in teacher development, the use of volunteers in schools, social issues, and distance education. He recently co-edited the *Craft of Teaching Adults* (3rd ed.) with Thelma Barer-Stein.

Lori Moses (Delaware) is a doctoral student in the Department of English at York University. She is working in the area of Aboriginal literatures with a special interest in Leslie Marmon Silko, Thomas King, and the representations of land in their work.

In this context, **Jean-Paul Restoule** (Anishinabe and French-Canadian) identifies himself as a member of the Dokis First Nation (Okikendawt mniissing), dodem wajashk. He is a doctoral candidate in the Department of Sociology and Equity Studies in Education at OISE/UT and learns from students in the Native Studies Department of Trent University.

Cathy Richardson is a clinical counselor working in the area of Aboriginal healing and community development. She is a researcher for the First Nations Partnership Program, and a doctoral student in the School of Child and Youth Care at the University of Victoria writing a dissertation on Metis childhood.

Trish Rosborough, a counselor at North Island College in Port Hardy, British Columbia, was seconded to be an instructor and community coordinator in Malaspina University-College's Child and Youth Care First Nations Program delivered in Port Hardy during 1999-2000.

Shannon Simpson (Anishinaabe) is a graduate student in Women's Studies at York University. She is working on a generational study of the women in her immediate family as a way to address a process of decolonization.

Leonard J.S. Tsuji is an assistant professor of environment and health in the Department of Environment and Resource Studies, University of Waterloo. He has worked extensively with First Nations of the Mushkegowuk Territory in northern Ontario for over a dozen years as a health care professional, environmental biologist, and educator.

Louise Underwood, a councillor and former elected Chief of the Cowichan Tribes, is the Elder-in-Residence at the Cowichan Campus of Malaspina University-College in Duncan, British Columbia.

Elizabeth Yeoman (PhD Toronto) is an associate professor in the Faculty of Education at Memorial University of Newfoundland. Her research interests are teachers' oral and life histories, narrative approaches to teaching and research, language and culture, and second language education.