

## Contributors to this Issue

**Jo-ann Archibald**, from the Sto:lo Nation, is the Associate Dean for Indigenous Education, Acting Director of the Native Indian Teacher Education Program (NITEP), and an associate professor in the Faculty of Education, UBC. She has been the editor of the *Canadian Journal of Native Education* theme issue for the past 13 years. She received her doctorate from Simon Fraser University.

**Elizabeth Banister** is a professor in the School of Nursing at the University of Victoria. Her research interests include the use of a mentoring program designed to enhance adolescent girls' sexual health and the study of knowledge transfer processes in community-based research.

**Deborah Begoray** is Chair of the Department of Curriculum and Instruction in the Faculty of Education at the University of Victoria. Her current research interests include the study of the effects of health education curriculum and health literacy on high school students' health behaviors.

**Lee Brown** is a member of the Cherokee Nation and the Wolf Clan. He is the Faculty-Coordinator in the EdD Educational Leadership and Policy Indigenous Education cohort in the Faculty of Education, University of British Columbia. Lee's doctoral dissertation was *Making the Classroom a Healthy Place: The Development of Affective Competency in Aboriginal Pedagogy*. He is also a co-author of *The Sacred Tree*, an educational curriculum based in Aboriginal values and epistemology.

**Monique Annette Giard**, Metis (Algonquin and French) is a performance artist, educator, and counselor. She graduated with a doctoral degree from the University of British Columbia in 2005. She currently teaches Aboriginal ways of living to grades 4-5 students through telling First Nations' stories in a sacred circle. She is the recipient of a three-year scholarship from La Fondation Ricard (2002-2005).

**Margo Greenwood** is a Cree woman who has been working in the field of early childhood education for more than two decades, focusing on both Aboriginal and non-Aboriginal children. Margo is currently an assistant professor in the University of Northern British Columbia's Education Program. Before this appointment, she was Chair of the First Nations Studies Program and a faculty member of the Social Work Program.

**Barbara Harris** is of Chipewyan heritage from Cold Lake First Nation. She completed her BSW and MSW at the University of British Columbia. She is a doctoral candidate at Simon Fraser University. Her doctoral research focuses on developing relevant pedagogy in First Nations social work education. Barbara is a lecturer at the UBC School of Social Work and Family Studies and also coordinates a pilot off-campus First Nations BSW program with the Squamish Nation.

**Eduardo Jovel** is the Director of the UBC Institute for Aboriginal Health, an assistant professor in the Faculty of Land and Food Systems, Principal Investigator for the BC Aboriginal Capacity and Research Development Environments, and Ethnobotany Curator of UBC Botanical Gardens. His areas of expertise include medical ethnobotany, mycology, natural product chemistry, Aboriginal health, Aboriginal research ethics, and knowledge transfer.

**Dawn Marsden** is Anishnaabe and French of the Mississaugas of Scugog Island First Nation. She continued her undergraduate work in ethnobotany, counseling, public health, and First Nations' issues during her graduate work. She recently completed her doctoral dissertation *Indigenous Theory for Health: Enhancing Traditional-Based Indigenous Health Services in Vancouver*. She is a post-doctoral fellow for the BC ACADRE and UBC Department of Educational Studies in Vancouver, British Columbia.

**Rod McCormick** is a member of the Mohawk Nation and works as an associate professor of counseling psychology at UBC. Rod leads or co-leads numerous national research projects in Aboriginal mental health as well as working for various governments as a mental health consultant.

**Denise Nadeau** is a Euro-Canadian scholar-activist. A practical theologian, movement therapist, and popular educator, she combines movement and spiritual practices in the repair of sexist, racist, heterosexist, and colonial violence. She teaches community organizing at the School for Community and Public Affairs at Concordia and co-teaches education for anti-racist ministry at Toronto School of Theology.

**Ted Riecken** is an associate professor in the Department of Curriculum and Instruction at the University of Victoria. He is also a member of the Centre for Youth and Society, where he conducts research on the uses of digital media as tools for teaching and learning. His research involves the use of participatory methodologies and has a strong community and cultural focus.

**Tish Scott** is a doctoral student in education studies (curriculum and instruction) at the University of Victoria, BC. She is a teacher and curriculum developer. Her research interests include teaching and learning with educational technology, using technology to support and strengthen language and culture, online interactive curriculum development, health education, student motivation, assessment, evaluation, culture, and participatory research.

**Michele Tanaka** is a doctoral student in the Department of Curriculum and Instruction at the University of Victoria. An educator for over 25 years, her research interests include preservice teacher development, learning and teaching in cross-cultural settings, community-based participatory research, and Aboriginal education.

**Darien Thira** is a doctoral student in clinical psychology. His doctoral research is related to Aboriginal suicide resilience and social activism. He is also

coordinating a national and international Aboriginal resilience research project and serving as a facilitator of suicide prevention-related community development programs for many Aboriginal communities. Darien has previously worked as a mental health therapist and community mental health promotion program director.

**Richard Vedan** (Shuswap) is an associate professor of social work and Director of the First Nation House of Learning. He is a co-principal investigator with the BC ACADRE Project and engaged with two international projects to build Aboriginal capacity in health care. Recent research has addressed identity issues, authenticity, multigenerational traumatic stress disorder, violent behavior in First Nations men and the benefits of traditional healing practices.

**Alannah Young** is from the Cree / Anishnabe Nations in Manitoba. She is a counselor in the University of British Columbia's First Nations House of Learning in Vancouver. She recently completed a master's degree in the Faculty of Education, Educational Studies—Ts' 'Kel First Nations graduate program at the University of British Columbia. Alannah's current work focuses on developing and delivering wholistic programming that reaffirms Indigenous leadership and sovereignty.