

Contributors to this Issue

Lisa Byers is an enrolled member of the Cherokee Nation in Oklahoma and an assistant professor in the University of Oklahoma School of Social Work, Tulsa Campus. Her research interests include American Indian and Alaska Native wellness, co-occurring disorders, community-based cultural research, racial and ethnic disparities, parenting, and trauma.

Sarah de Leeuw is a doctoral candidate in the Department of Geography in Queen's University and Research Coordinator of the UNBC Task Force on Substance Abuse, Centre of Excellence for Children and Adolescents with Special Needs.

Claude S. Endfield is the Program Chair of the Early Childhood Development Program at Northland Pioneer College, Holbrook, Arizona. Her special interest is in professional development of early educators/providers to improve services to young children. She has been actively involved in tribal Head Start and child care programs for over 30 years.

Lyn Fasoli teaches early childhood education at Batchelor Institute of Indigenous Tertiary Education in the Northern Territory of Australia, where she is an associate professor in Indigenous early childhood research. Her current research focuses on remote Indigenous child care, Indigenous leadership in higher education, and children's play from Indigenous perspectives.

Margo Greenwood, an Indigenous Cree scholar, is an assistant professor in the Department of Education in the University of Northern British Columbia, Director of the National Collaborating Centre on Aboriginal Health, and Site Director of the UNBC Task Force on Substance Abuse, Centre of Excellence for Children and Adolescents with Special Needs.

Noelani Iokepa-Guerrero is a Native Hawaiian with familial ties to Kauai, Maui, and Hawaii Islands. She earned her doctorate in education in educational leadership from the University of Southern California and her master's in both early and elementary education from Chaminade University. Currently she is an administrator in the Punana Leo Preschool Administration Division responsible for program oversight, support, management, and evaluation of all Punana Leo sites throughout Hawaii.

Veronica Johns is a Nyikina woman from the West Kimberley region of Western Australia. Veronica's employment in children's services spans over 20 years, with the primary focus of her work being to support and resource staff and families in Aboriginal children's services in the Top End of the Northern Territory. Her current position is Program Manager with the SNAICC Resource Service in Melbourne, Victoria.

Sharijn King is a senior woman and manager of Waltja. She is a research associate for the Master's by Research degree in early childhood education in the University of South Australia, Adelaide. Previously Sharijn was a research associate for the Warrki Jarrinjaku ACRS Visiting Fellowship at the Swinburne Institute of Social Policy Research, Melbourne.

Elizabeth Krueger is an enrolled member of the Bad River Band of the Lake Superior Tribe of Chippewa (Ojibwa) Indians of Wisconsin and is descended

from the Bear clan. She teaches grade 1 at Anishinabe Academy, an American Indian magnet school. Her research interests include recognition and use of a developing American Indian scope and sequence, American Indian best practices, and quality culturally responsive education services.

Karen Martin is a Noonuccal, Quandamooopah woman from southeast Queensland, Australia. As a senior lecturer in cultural and language studies and Indigenous education at Queensland University of Technology, Brisbane, Karen lectures in a compulsory Indigenous education subject and in sociological theories for teaching and education. She has 15 years of teaching experience in all education sectors and has been involved in policy and curriculum development at the regional, state, and national levels.

Deslie McClutchie Mita is a Tangata Whenua of Aotearoa New Zealand, with tribal affiliations to Ngati Porou, Te Arawa, Ngati Tuwharetoa, Ngati Kahungungu and Ngai Tahu. Deslie earned her Bachelor of Teaching and Learning from the Christchurch College of Education, University of Canterbury, and is currently undertaking a master of Indigenous studies with Te Whare Wānanga o Awanuiārangi. She is a lecturer in early childhood education in Waiariki Institute of Technology, Rotorua.

Irene Nangala is a senior Anangu woman from Walungurru (Kintore) community, west of Alice Springs. Irene is the Waltja Chairperson and was the first female chairperson of Walungurru Community. She is a research associate for the Master's by Research degree in early childhood education at the University of South Australia, Adelaide. Previously Irene was a research associate for the Warrki Jarrinjaku ACRS Visiting Fellowship at Swinburne Institute of Social Policy Research, Melbourne.

Marilyn Nangala is a senior Anangu woman from Mt. Leibig, Northern Territory. She is a Waltja management committee member and a research associate for the Master's by Research degree in early childhood education at the University of South Australia, Adelaide. Previously she was a research associate for the Warrki Jarrinjaku ACRS Visiting Fellowship at Swinburne Institute of Social Policy Research, Melbourne.

Michael Niles (tribal name Wakshe) is an enrolled member of the Citizen Potawatomi Nation of Oklahoma (descended from the Fox clan) and an assistant professor of social work at Arizona State University, Phoenix. His research interests include early childhood intervention programs and American Indian children; development of social competence; First Nations peoples; children's mental health; prevention science; and program evaluation.

Tina Ngaroimata Fraser is a Maori scholar and a doctoral candidate with the Department of Education at the University of British Columbia. She is a faculty member in the First Nations Studies Department at the University of Northern British Columbia.

Wendy Nungarrayi Brown is a senior Yapa woman from Yuendumu, a Warlpiri community 300 km. northwest of Alice Springs. Wendy was the first Yapa director of the Kurdu Kurdu Kurlangu children's service at Yuendumu. She is an executive member of Waltja and a research associate for the Master's by Research degree in early childhood education in the University of South Australia,

Adelaide. Previously Wendy was a research associate for the Warrki Jarrinjaku ACRS Visiting Fellowship at Swinburne Institute of Social Policy Research, Melbourne.

Veronica Pacini-Ketchabaw is an associate professor in the School of Child and Youth Care at the University of Victoria, the Coordinator of the Early Years Specialization in the School, and the co-Director of the Investigating Quality Project. Her interests are in child care and social justice.

Elizabeth Pakai is the Head of the School of Social Sciences and Education at the Waiariki Institute of Technology in Aotearoa New Zealand. She has many years of experience in teacher education at preschool, secondary, and tertiary levels and has a particular interest in ensuring that Tikanga (cultural practices) and te reo Māori (Māori language) are included in all areas of education. Elizabeth is particularly interested in the professionalization of early childhood teacher education as a means of gaining professional recognition, parity, and equity with the wider teacher education sector.

Alan Pence is a professor in the University of Victoria, has worked extensively with First Nations Aboriginal communities in Canada and with Majority World countries in Africa and the Middle East since 1989-1990. During this period he has focused primarily on community development, leadership promotion, and capacity development.

Kathryn Priest is a candidate for the Master's by Research degree in early childhood education in the University of South Australia, Adelaide. Previously she was a Visiting Research Fellow at Swinburne Institute of Social Policy Research, Melbourne. She has worked closely with her co-authors and other members of Waltja since the inception of the Warrki Jarrinjaku Aboriginal Child Rearing Strategy in 1998. This is an Aboriginal organization based in Alice Springs, Northern Territory. Waltja provides training, education, and advocacy services to communities across central Australia.

Lesley Rameka belongs to the Ngati Raukawa and Ngati Tukorehe tribal groups. She is a senior lecturer in the School of Education, University of Waikato, Hamilton, New Zealand. She has a background in Te Kohanga Reo (Māori total immersion language nests) and is currently working on a Ministry of Education project to develop assessment exemplars in Māori early childhood settings.

Carmen Rodríguez de France is an adjunct professor in the School of Child and Youth Care and a sessional instructor in the Aboriginal Teacher Education Program in the Faculty of Education in the University of Victoria. Her current research focuses on Aboriginal families raising higher-order multiples with a particular interest in second-language acquisition and identity development.

Nadine Rousselot is a member of the Innu Nation of Betsiamites in Québec. She is the Technical Coordinator-Community Support Service for the Early Childhood Sector of First Nations of Québec and the Labrador Health and Social Services Commission and is completing a postgraduate certificate in early childhood education at the Université Laval. Nadine has worked for many years with Aboriginal Head Start in Québec City. She is a leader and instructor for the Nobody's Perfect parenting skills program, which she adapted for First Nations parents.

Kelly Terbasket, of the Lower Similkameen Indian Band, is the ECD Regional Coordinator for Aboriginal Peoples Family Accord (APFA), the delegated authority for Aboriginal governance of children's services transferred from the BC Ministry of Children and Family Development. Her primary role is to develop an Aboriginal ECD framework for the province's Interior region.

Rita Walker is descended from the east coast tribes of Ngāti Porou and Te Whanau-a-Apanui in Aotearoa New Zealand. She has been actively involved in the establishment of kaupapa Māori-based education programs at all levels. She currently works for the Waiariki Institute of Technology and the University of Waikato. Her latest project is as lead writer for the development of kaupapa Māori Assessment for Learning and Teaching.