

CANADIAN JOURNAL OF NATIVE EDUCATION

Indigenous Knowledges and the University

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Indigenous Knowledges and the University

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For Contributors

CJNE accepts manuscripts from practitioners, scholars, and researchers in Native education and particularly welcomes contributions from Indigenous scholars whose work focuses on First Nations education.

All submissions to *CJNE* are reviewed anonymously by three referees, who base their judgments on appropriateness, scholarship, originality, significance, and clarity.

Guidelines

Theme issue

For information about future themes contact Jo-ann Archibald, Indigenous Education, 2125 Main Mall, University of British Columbia, Vancouver BC V6T 1Z4; e-mail jo-ann.archibald@ubc.ca

All Manuscripts

- Submit one copy of manuscript, double-spaced, in 12-point type, 1" margins on all sides; manuscripts not to exceed 5,500-6,250 words including references.
- To ensure anonymity, include author's name and affiliation only on the title page; repeat the title on the first page.
- Include a diskette marked with the author's name and program used. MS Word, Rich Text Format, and WordPerfect are preferred.
- Refer to the *Publication Manual of the American Psychological Association* (5th ed.) for style of references and citations.

Research, Discussions, and Reviews of Theory and Practice

- Supply evidence of adherence to ethical protocol for research submissions.
- Include a 50-100-word abstract on a separate page;
- Tables and figures on separate pages.

Teaching Stories/Essays

This section provides a forum for the voices of those who have important knowledge about Native education through reflecting on their own practice, philosophy, or world view. It aims to pass on generational knowledge through stories that readers can adopt and adapt to their own learning environments.

- 2,000 to 2,500 words in length.

Book Reviews

CJNE accepts reviews of recent publications about First Nations issues, 750 to 1,250 words in length.

Address manuscripts to:

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Department of Educational Policy Studies
First Nations Graduate Education Program
7-104 Education North
University of Alberta
Edmonton AB T6G 2G5
Canada



INDIGENOUS EDUCATION INSTITUTE OF CANADA

Call for Papers

Canadian Journal of Native Education

2009 Theme Issue

Indigenous Knowledges and Education (ECE-12)

The *Canadian Journal of Native Education* (CJNE) is pleased to announce a cooperative editorship for the 2009 CJNE theme issue with:

- Jo-ann Archibald, Q'um Q'um xiiem, University of British Columbia
- Mark Aquash, University of British Columbia
- Vicki Kelly, Simon Fraser University
- Graduate collectives from each university

The 2008 CJNE theme issue *Indigenous Knowledges and the University* highlighted scholarly work focused on this important area of education. The 2009 theme issue will continue to address educational challenges and successes in relation to Indigenous Knowledges and Education that spans early childhood to grade 12. This CJNE call is for research papers, stories, and thought pieces that address the 2009 theme. The following questions are of particular interest:

- How can Indigenous Knowledges contribute to the significant improvement and transformation of Indigenous education?
- How do we make Indigenous Knowledges matter in early childhood to high school educational contexts?
- How can Indigenous knowledges shape research, leadership, pedagogies, curriculum, policies, or parental/community engagement?
- What is the nature of the forces that either resist or ensure the inclusion of Indigenous Knowledges in ECE-grade 12 contexts?

Please send four titled hard copies with abstract: (one hard copy to include name and contact address information and three hard copies with no name or contact information for blind review) to:

2009 Theme Issue—*Canadian Journal of Native Education*

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Vancouver BC V6T 1Z4

OR send a digital copy formatted in Microsoft Word to:

indigenous.education@ubc.ca

CJNE uses APA style. Submissions should be no longer than 6,250 words. Submissions should be received by July 2, 2009.