

Contributors to this issue

Mark Aquash is Thunder clan, Potawatomi/Ojibwe Anishinaabe from the Council of Three Fires, Walpole Island First Nation. He is the Director of the Native Indian Teacher Education Program (NITEP) and an assistant professor in the Department of Educational Studies of the Faculty of Education at the University of British Columbia.

Jo-ann Archibald, from the Sto:lo First Nation, is the Associate Dean for Indigenous Education and a professor in the Faculty of Education at the University of British Columbia. She is the author of *Indigenous Storywork: Educating the Heart, Mind, Body, and Spirit*. Jo-ann has been the theme editor of the *Canadian Journal of Native Education* since 1992.

Marie Battiste is Mi'kmaq from Potlo'tek First Nations, a professor in the College of Education, and Director of the Aboriginal Education Research Centre (AERC) at the University of Saskatchewan. She has published widely, presented internationally, and is an active researcher and contributor to many Indigenous professional and community projects.

Sheila Bennett is a professor of special education in the Department of Teacher Education in the Faculty of Education, Brock University. Sheila has worked as special education teacher both in her home province of Newfoundland and in Ontario. Her main area of research is inclusion.

Michelle Bomberry is a member of the Cayuga Nation of the Six Nations of the Grand River Territory. She is employed as the Community Service Coordinator with the Six Nations Police, a position she has held for the past eight years. Michelle is completing a Master of Education degree at Brock University. She is an active volunteer in her community working with youth and children.

Paul Berger is an associate professor at Lakehead University in Thunder Bay, Ontario. He taught grade 7 in Nunavut in the 1990s and is currently conducting research with Inuit teacher education students exploring Inuit uses of mathematics and the recruitment of Inuit to teaching.

Laura Cranmer is Namgis and Haida. She is currently on leave from the First Nations Studies Department at the Vancouver Island University to work on her doctorate in the Language and Literacy Education Program at the University of British Columbia. Laura is focusing on latent speaker phenomena in Indigenous language revitalization through her own example of language reclamation in Kwak'wala.

Theresa John is an assistant professor in the Department of Alaska Native and Rural Development at the University of Alaska Fairbanks. She will receive her doctorate in Indigenous studies in May 2010 from the University of Alaska Fairbanks. Her professional interests include cross-cultural education; sociology; Yup'ik language and culture; and Alaska Native dance, history, and culture.

Vicki Kelly, a Métis of Anishnabe heritage, works in the field of Indigenous education at Simon Fraser University. Her scholarship includes Indigenous knowledges and pedagogies, Indigenous science, Aboriginal art, Indigenous language and culture revitalization, Indigenous research methodologies, holistic learning practices, integration of the arts in education, and arts-based research.

Janine Metallic, a Mi'gmaq from Listuguj, lives in Montreal where she is a doctoral student in McGill's Department of Integrated Studies in Education. Janine speaks Mi'gmaq, English, and French and draws on her language skills and background in science to study Indigenous knowledge, language revitalization, and science education.

Patricio R. Ortiz is an assistant professor of ESL/bilingual and multicultural education in the Department of Secondary Education at Utah State University. His research focuses on Indigenous education, migration, bilingualism, and culturally and linguistically diverse student populations in the United States and Latin America.

Gale Seiler was a high school science teacher for 16 years, teaching in settings from Baltimore to South America, and she now teaches science education at McGill University. Her research examines how school practices and structures marginalize some youth and how curricula and classrooms can be restructured to provide greater success for students from underrepresented groups.

Sandra Styres is of Mohawk, English, and French descent and resides on Six Nations of the Grand River Territory in Ontario. She is a doctoral candidate in language, culture, and education at York University in Toronto. Sandra is involved in her community facilitating research and working with language councils and Indigenous (local, national, and global) education.

Malia Villegas is Alutiiq/Sugpiaq with family from Alaska and Hawai'i. In May 2010, she will graduate from the Harvard Graduate School of Education with a doctorate. Malia is committed to improving the education of Indigenous youth and communities and co-edited *Indigenous Knowledge and Education: Sites of Struggle, Strength, and Survivance*.

James [SAKÉ] Youngblood Henderson, a member of the Chickasaw Nation, is the research director of the Native Law Centre of Canada. He is widely published on Aboriginal, treaty, and human rights issues. His work has been honored through the Indigenous Peoples' Counsel title (2005) and the National Aboriginal Achievement Award for Law and Justice (2006).

Dawn Zinga is an associate professor in the Department of Child and Youth Studies at Brock University. She has had the privilege of working with community organizations in Six Nations of the Grand River Territory since fall 2006. Her research interests include the intersection of culture and education with a particular focus on how diverse students define and achieve success.