

## *Contributors to this Issue*

**Jo-ann Archibald, Q'um Q'um Xiim**, is Sto:lo and St'at'imc from British Columbia. She is the associate dean for Indigenous education, director of the Indigenous Teacher Education Program (NITEP), and a professor in the Faculty of Education at the University of British Columbia. Jo-ann has been the theme editor of the *Canadian Journal of Native Education* since 1992.

**Jan Hare** is an Anishinaabe educator and scholar, and a member of the M'Chigeeng First Nation. She is an associate professor in the Faculty of Education at the University of British Columbia, where she holds the Professorship in Indigenous Education for Teacher Education. Her teaching and research is concerned with educational reform that centres Indigenous ways in early learning settings, through to higher education.

**Jeannie Kerr** is a faculty member at the University of British Columbia. Her research is concerned with understanding and developing the potential for programs of teacher education, to address inequities of opportunity and outcome within the K-12 education system and in society more broadly. Her scholarship is attuned to understanding the ways that knowledge and knowing are framed in teacher education and public schools. Dr. Kerr's scholarship primarily engages with critical theory, Indigenous scholarship in the BC region, coloniality scholarship, and curriculum theory.

**Georgina Martin** is Secwepemc and a member of Lake Babine Nation. She is an online curriculum developer and sessional instructor in the Faculty of Human Services at Vancouver Island University. She furthers her interest in the areas of intergenerational trauma from residential schools, cultural identity, Indigenous self-determination, and Indigenous voice through lectures and curriculum. She recently co-presented her doctoral research on cultural identity with Elder Jean William at the He Manawa Whenua Indigenous Research conference in Hamilton, New Zealand.

**Christine Martineau** is a Cree/Métis PhD candidate in the Department of Educational Policy Studies at the University of Alberta and the coordinator of the research project she has co-authored about in this issue. Her teaching and research over the past 20 years have been focused on education as a means of ameliorating the historical, social, and economic effects of colonization on Aboriginal peoples.

**Art More** is an associate professor emeritus in the Department of Educational and Counselling Psychology and Special Education at the University of British Columbia. He was a faculty member from 1968 to 2002, including his role as NITEP supervisor from 1974 to 1977 and interim NITEP supervisor from 1980 to 1981. Art More holds a PhD from the University of Southern California in educational psychology, specializing in learning. For most of his career he worked with First Nations educational programs in Canada, as well as Aboriginal Education programs in Australia and counselling programs in Papua New Guinea.

**Amy Parent** is currently an assistant professor at Simon Fraser University. Much of her research is conducted in partnership with community organizations where she seeks to build reciprocal relations between the university and Aboriginal communities. Her postdoctoral work investigated Indigenous doctoral programming, supports, and initiatives at 100 tier one universities around the world. Her research and teaching interests include: Aboriginal high school to university transitions; Aboriginal undergraduate to graduate transitions; Indigenous knowledge systems and methodologies; Aboriginal youth studies; Indigenous doctoral programming; and integrating Indigenous content into teacher education.

**Joyce Schneider, Kicya7**, is Ucwalmicw; the traditional, unceded, ancestral territories of Ucwalmicw are located in the southern interior of British Columbia. She is striving to sustain and pass on the ways of being that make her Ucwalmicw, including learning her ancestral language. She is presently a PhD candidate in the educational studies program at the University of British Columbia. Her love of teaching is matched only by her love of learning.

**Alexa (Lex) Scully** is an amusing teacher and educator of Celtic heritage who is perpetually learning solidarity. She lives in the Carrying Place–Toronto, Ontario—in the territory of the Mississaugas of the New Credit First Nation. Alexa is a PhD candidate at Lakehead University in Thunder Bay, Ontario, in the traditional territory of the Fort William First Nation. Toronto and Thunder Bay are almost 1,400 kilometres apart. This is all Anishinaabe Land.

**Evelyn Steinhauer** is a Cree scholar and an associate professor in the Department of Educational Policy Studies at the University of Alberta. She is the director of the Aboriginal Teacher Education Program (ATEP) at the University of Alberta and a principal researcher for the article discussing the ATEP project in this issue.

**Elizabeth Vergis** is a PhD candidate in the Department of Educational Policy Studies at the University of Alberta and a research assistant for the ATEP research project.

**Randolph (Randy) Wimmer** is a professor in the Department of Educational Policy Studies and Dean of the Faculty of Education at the University of Alberta. He is a principal investigator in the ATEP research project discussed in this issue. His research interests include teacher education and higher education, particularly with respect to education for Aboriginal peoples.

**Angela Wolfe** is a Cree Master's student in the Indigenous Peoples' education specialization in the Department of Educational Policy Studies and the associate director of the Aboriginal Teacher Education Program (ATEP) at the University of Alberta.