

Contributors to this Issue

Aliesha Arndt is a member of the Mohawk Nation of Six Nations of the Grand River and was born to the Bear Clan. She has spent her career working with and for Indigenous communities within and beyond Ontario.

Martin Cannon is *Onyota'a:ka* (Oneida Nation), Turtle Clan, and a citizen of the Six Nations at Grand River Territory. He is associate professor of social justice education at the Ontario Institute for Studies in Education (OISE) at the University of Toronto.

Elizabeth Cooper is a settler Canadian of Sāmi (Swedish), Polish, and British descent and has a PhD in community health science (University of Manitoba) with a focus in Indigenous health. She works towards improved health and well-being through knowledge exchange and community-led research and education practices.

Lynne Davis is associate professor in the Chanie Wenjack School for Indigenous Studies at Trent University. She is a settler scholar who teaches in the areas of Indigenous-settler alliances and transforming settler consciousness.

Joseph Flessa is associate professor in the Educational Leadership and Policy program at the Ontario Institute for Studies in Education (OISE) at the University of Toronto.

Victoria Freeman is a public historian, multidisciplinary artist, and author of *Distant Relations: How My Ancestors Colonized North America*. She teaches at York University and University of Toronto, Scarborough, and collaborates in community-based creative projects on Toronto's Indigenous history and treaty relationships.

Patricia Gaviria is an independent scholar and practitioner in the area of international development in education and collective rights.

Emily Grafton is Métis with a PhD in native studies (University of Manitoba) and currently works as the executive lead, Indigenization at the University of Regina. Her work as a researcher and educator concerns critical discourse analysis of settler colonialism.

Jan Hare is an Anishinaabe educator and scholar, and member of the M'Chigeeng First Nation. She is the associate dean for Indigenous education in the Faculty of Education at the University of British Columbia (UBC) and is a professor of Indigenous education in UBC's Teacher Education program.

Chris Hiller is a settler scholar of English, Scottish, and German descent who lives and works on Haudenosaunee, Anishinaabe, and Attiwandaron territories. She is assistant professor in social development studies at Renison University College, part of the University of Waterloo.

Les Jerome, of Michif/ Anishinaabe descent, received his post-masters diploma from the University of Calgary in 2009, completed his Sun Dance pledge between

2011 and 2015, and is a tenured instructor in the Faculty of Social Work at the University of Calgary.

Jeannie Kerr is an assistant professor in the Faculty of Education at the University of Winnipeg. Her research is concerned with understanding the ways that programs of teacher education can prepare future educators to engage complexity, uncertainty, and diversity so as to address local and global inequities that form part of working in education.

Kelly Laurila is of Sáami Indigenous and settler Irish woman descent, with over 30 years of lived Anishinaabe teachings. She is songcarrier of an urban Indigenous drum circle and educator of decolonizing pedagogies.

Carlana Lindeman is the education program director for the Martin Family Initiative, which develops and supports education programs for Indigenous learners across Canada.

Rebecca Major is a Métis and Mi'kmaq woman, whose education and research has focused on Indigenous lands, rights, identities, and decolonization. She is active in community and engages both Western and traditional teachings.

Lindsay Morcom (Algonquin Métis, Bear Clan) is an interdisciplinary researcher with experience in education, Aboriginal languages, language revitalization, and linguistics. She is an assistant professor and coordinator of the Aboriginal Teacher Education program at Queen's University in Kingston, Ontario.

Angela Nardozi is a settler/guest on Turtle Island, with both sides of her family originating in Italy. She is a sessional lecturer for the Master of Teaching program at the Ontario Institute for Studies in Education (OISE) at the University of Toronto, and author of a blog on Indigenous education (www.angelanardozi.com/listenandlearn).

Nox Ayaa Wilt (**Amy Parent**) is from the House of Ni'isjoohl of the Nisga'a nation and belongs to the Ganada (Frog) clan. On her father's side, she is French and German. She is an assistant professor in the Faculty of Education at Simon Fraser University.

Danielle Tessaro is a doctoral candidate at the Ontario Institute for Studies in Education (OISE) at the University of Toronto, course instructor in the human geography department, and assistant researcher in Indigenous education.

Jean-Paul Restoule is Anishinaabe and is professor and chair of the Department of Indigenous Education at the University of Victoria.

Nancy Steele holds both Canadian and American citizenship, and has taught in the South Bronx, England, and Toronto, with a focus on issues of social justice and conflict management. She currently works with the Deepening Knowledge Project at the Ontario Institute for Studies in Education (OISE) at the University of Toronto.

Natalie St-Denis, Mistahaya Maskwa Iskewew, is of Acadian and Québécois heritage with Mi'kmaq and Mohawk ancestry. She is a PhD student in the

Faculty of Social Work at the University of Calgary focusing on urban Indigenous women, trauma, and healing. She is also *oskâpêwis* to her Elders and community.

Coleen Stewart, a former elementary school principal, is a lecturer in the Educational Leadership and Policy program at the Ontario Institute for Studies in Education (OISE) at the University of Toronto.

Lisa K. Taylor is a professor of education at Bishop's University in Sherbrooke, Quebec. Her current research focuses on decolonizing teacher education through pedagogies of witnessing testimony of Indian Residential School survivors in dialogue with Indigenous educators' frameworks of Story and relationality.

Kimberly Van Patten is a Master of Social Work student at the University of Calgary and is of Cree, Métis, and European ancestry. Originally from northern Alberta, Kimberly moved to Calgary in 2008. Kimberly has worked with Indigenous youth across Western Canada and in the Calgary area since 2011.

Christine Walsh, professor and associate dean of research and partnership in the Faculty of Social Work, University of Calgary, is interested in developing and implementing innovative teaching strategies to promote learning and decolonization/indigenization in research and education.