

Contributor Biographies

Sarah Auger is a PhD student in Educational Policy Studies, with a specialization in Indigenous Peoples Education, at the University of Alberta. She is a member citizen of Mikisew Cree First Nation. Her doctoral work is on Indigenous art as pedagogy.

Elizabeth Brulé is an Assistant Professor in the Department of Gender Studies at Queen's University. Her present research focuses on Indigenous decolonization and resurgence practices including Indigenizing post-secondary curriculum, Indigenous youth activism and Missing and Murdered Women, Girls, Trans and Two-spirit persons. Grounded in Indigenous feminist and critical race theory and the social organization of knowledge scholarship, her area of specialization is in the field of comparative sociology in higher education with an analytic focus in critical pedagogical approaches to learning and alternative research methodologies, including Indigenous and anti-racist research methods and Institutional Ethnography.

Candace Brunette-Debassige is a Mushkego woman and mother originally from the Fort Albany First Nation (Treaty 9 territory) in northeastern Ontario, Canada. Candace has been working in Indigenous education at the K-12 and post-secondary levels for more than sixteen years. She has acted as the Aboriginal Advisor to the Thames Valley District School Board and as the Director of Indigenous Student Services at Western University where she is currently acting as the Interim Special Advisor (Indigenous Initiatives) to the Provost. An ongoing thread woven throughout Candace's life work is an interest in addressing the liberatory and decolonizing struggles of Indigenous Peoples in the context of public education. Candace is a PhD candidate in Western University's Faculty of Education Critical Policy Equity and Leadership Studies Department. Her research takes an Indigenous story-based methodological approach to explore the lived experiences of Indigenous women leaders enacting Indigenizing policies inside Canadian universities.

Brent Debassige is an Ojibwe-Anishinaabe and a member of the Caribou Clan. He currently resides in London, Ontario but he is originally from M'Chigeeng First Nation on Manitoulin Island. Brent is currently an Associate Professor in the Faculty of Education at Western University. He serves in the administrative roles of Director of Aboriginal Education and coordinator of the Master of Professional Education Program with a focus on Aboriginal Educational Leadership. As an Anishinaabe inni and Indigenous faculty member, Brent is guided by his learning in Anishinaabe traditional knowledge environments and by the research and scholarship in the areas of Indigenous Knowledge, Indigenous research methodologies, and Indigenous Education. Collectively, these sources of knowledge provide the foundation for a decolonizing and critically engaged approach used in his teaching and research.

Gileh / Odelia Dennis is a member of the Tahltan Nation and is the Language and Culture Coordinator for Tātl'ah, as well as the Community Language and Culture Manager. Odelia has a Bachelor of Science in Natural Resources Conservation at the University of British Columbia, as well as two years of the Native Indian Teacher Education Program. She is currently completing a Master of Arts in the University of Victoria's Master's in Indigenous Language Revitalization Program. She teaches the Tāltān language in K'asba'e T'oh (Ptarmigan's Nest) and in the University of Victoria's Diploma in Indigenous Language Revitalization Program.

Cecille DePass, PhD, is the first editor of *Cultural and Pedagogical Inquiry* which she co-founded with Ali Abdi. A Commonwealth scholar, Associate Professor Emerita, University of Calgary, Dr. DePass taught, conducted and actively published research while she worked in the University of Calgary's Education Faculty. DePass has served in several leadership capacities with international and national academic, and professional organizations. Egs.: President, Comparative and International Education Society of Canada (CIESC); Chair/President, Education Sectoral Commission, Canadian Commission-UNESCO; Director, Canadian Society for the Study of Education (CSSE); Member of the Executive Board, World Council for Comparative Education Societies (WCCES); President, Jamaica Geographical Society (JGS). Cecille DePass has received recognition for exemplary, academic, teaching and research, professional and community services, and mentorship of graduate students. Egs.: Recipient, Comparative and International Education Society of Canada (CIESC), David Wilson Award for services to the field; Recipient, Farquharson Institute for Public Affairs (FIPA), Centennial Awards; Finalist, Professional Category, Immigrants of Distinction Awards, Calgary Immigrant Services. In retirement, Cecille DePass is working collaboratively with several colleagues to produce at least 3 books; one of which will be published by CPI's new publications series. Working actively with Dr. Angela Ramsay, FIPA, DePass will co-create another online academic journal, to be hosted by a Canadian university.

Celia Haig-Brown is an accomplished ethnographer with a commitment to decolonizing approaches to research. Haig-Brown's major research interests are based in work with Indigenous communities, nationally and internationally. Her first book, a retrospective ethnography of the Kamloops Indian Residential School, was based on interviews with former students, as well as church and government documents. She has published three other books, numerous articles and reports, and co-directed three films including, *Pelq'ilc (Coming Home)*, based on interviews with the children and grandchildren of the original participants from the Kamloops residential school. Her latest documentary film, *Listen to the Land*, is a lyrical look at the complexities of the Naskapi Nation's commitment to the land and their culture in the contemporary economic reality of their involvement with open pit mining. It was funded by a Social Sciences & Humanities Research Council of Canada Insight Grant. She is currently an Associate Vice-President Research and a Professor in the Faculty of Education at York.

Charlotte Henay is a Bahamian diasporic storyteller and researcher. She works with poetry, lyric, and visual essays in writing about cultural memory to counter extinction myths. Charlotte's professional background in critical race theory, and experience of being exiled, inform her work in black diasporic feminisms and indigenous feminist studies, and journey through the interstices of blackness and indigeneity, imagining Afro-Indigenous futurities. Charlotte's poem, *For My Sister* appears in ROOM Magazine's special edition *Turtle Island Talks Back*. Her writing has been anthologized in Demeter Press' *Mothers & Daughters*, *C-Magazine*, *No More Potlucks*, *Feral Feminisms*; *Decolonization, Indigeneity, Education and Society*. Charlotte's moving poems, in the series *All of My Peoples' Bones Are Here*, were part of the National Art Gallery of The Bahamas' biennial NE8. She is currently a PhD candidate in Comparative Perspectives and Cultural Boundaries at York University.

Melitta Hogarth is a Kamilaroi woman who is also the Indigenous Education Lecturer at the University of Southern Queensland within the College for Indigenous Studies, Education and Research. Prior to entering academia, Melitta taught for almost 20 years in all three sectors of the Queensland education system specifically in Secondary education. Melitta's interests are in education, equity and social justice. She recently completed her PhD titled, "Addressing the rights of Indigenous peoples in education: A critical analysis of Indigenous education policy".

Te Kawehau Hoskins (Ngāti Hau, Ngāpuhi) is interested in, among other things, Indigenous Māori political philosophy and practice, Indigenous-settler relations, and Treaty practice in Aotearoa-New Zealand. Te Kawehau is currently the Head of Te Puna Wānanga (The School of Māori and Indigenous Education), and Te Tumu in the Faculty of Education and Social Work at the University of Auckland, Aotearoa New Zealand.

Sandra Kioke, RN, MSc, PHCNP (Graduate), GNC(C), recently graduated from Queen's University as a Primary Health Care Nurse Practitioner. Prior to this, she worked as a nurse and administrator in many Indigenous communities and as a nursing educator. Her interests focus on working with Indigenous communities to deliver quality health services.

Ruth Koleszar-Green is an Assistant Professor in the School of Social Work at York University. She is an activist turned accidental academic. Koleszar-Green identifies as an urban Indigenous person, and is a citizen of the Haudenosaunee Confederacy. She is from the Mohawk Nation and is a member of the Turtle Clan. She also acknowledges her paternal Celtic heritage. Koleszar-Green likes to think about Indigenous education and social issues that impact Indigenous communities. She has a PhD from OISE in Adult Education and Community Development, an MSW and a BSW from Ryerson.

Shāwekāw / Patricia Louie is a member of the Tahltan Nation and is the Language and Culture Coordinator for Łuwechōn. Patricia's academic and professional credentials include early childhood education training from Northwest Community College and a Certificate in First Nations Language Proficiency from Simon Fraser University. She is currently completing the University of Victoria's Diploma in Indigenous Language Revitalization. Because of her work in Dzimes Chō T'oh (Swainson's Thrush's nest), Patricia was awarded a 2018 Provincial Child Care Award of Excellence from the government of British Columbia, which recognizes early care and learning professionals who work in child care settings.

Claudine Louis is from the Samson Cree Nation, a mother of five beautiful children, she resides in Maskwacis, Alberta. She obtained her PhD in Education from the Indigenous Peoples Education Program within the Faculty of Education at the University of Alberta. Her doctoral study is titled, *KIWEYTOTAHK ISKWEW ISKOTAYOW: Returning to the Women Fire*. She also holds a Master's degree in Education, Bachelor of Education and a Bachelor of Arts degree. In 2014, she received a Postdoctoral Fellowship to research teacher identity with the Aboriginal Teacher Education Program (ATEP) at the University of Alberta. In addition, she was an entrepreneur, President of her own training company called Creative Heartworks, and presented on topics relevant to Indigenous peoples for Aboriginal and non-Aboriginal groups and organizations for nineteen (19) years. Prior to that, she was the Director of Education for Samson, Human Resources Manager and Samson Education Trust Fund Coordinator, and held employment in other areas of the Nation. She was a Board member for Nipisihkopahk Education Authority, the Cree Language Preservation Committee, the In Celebration of Women Planning Committee, the Maskwacis Cultural College Board. Presently, she is a member of the Peace Hills General Insurance Board, a company owned by Samson Cree Nation. In April 2017, she became President of the Maskwacis Cultural College, an Indigenous Post-Secondary institute that has been in operation for over 40 years. Claudine's research interests include adult learning, decolonization and revitalization of Indigenous knowledge systems and structures.

Alesha Moffat is currently teaching in the Faculty of Education at York University, where she received her PhD. Through her experiences in Inuit communities as a Qallunaaq (non-Inuit) teacher and researcher, she has come to appreciate the ways that Indigenous teachings and theory can re-shape and inform existing and new forms of scholarship. In her doctoral research, she returned to Arctic Bay, Nunavut, where she had previously taught in order to follow that trajectory of bringing Indigenous thought to inform best teaching practices there. In May 2018, Dr. Moffat received a Canadian Association of Teacher Education (CATE) Dissertation Award. Her research interests include Inuit education, critical ethnography, land-based pedagogies, and collaborative knowledge production with Inuit communities.

Sarah Jane Moore is an independent creative artist who is currently working as a researcher at The University of New South Wales, Australia. She is developing a creative and innovative

online resource that showcases evaluation. Sarah Jane Moore's PhD, from the University of Sydney, is in Reconciliation through Music and Art. Her creative art practise explores a variety of genres including performance art, installation, song writing, creative writing, painting, sculpture and collage. Sarah Jane Moore has worked as a creative arts teacher and project worker in early childhood, primary and high school contexts and enjoys artistic residency work. She lives in Bondi Beach in Sydney, Australia, and is passionate about creative teaching and teaching creatively.

Tiffany Prete is a member of the Blood Tribe of the Blackfoot Confederacy, located in the Treaty 7 area. She earned her Bachelors of Elementary Education, specializing in math and science, and completed her Master of Education and Doctor of Philosophy in education at the University of Alberta. Dr. Prete's background is in educational policy studies, specializing in Indigenous Peoples education. Her area of expertise is in Indigenous secondary retention rates within the public school system, with a focus on the impacts of colonization. Dr. Prete is currently employed as an adjunct faculty member in the Department of Educational Policy Studies at the University of Alberta. As well, she works as a sessional instructor for Red Crow Community College on her home reserve.

Davina Rousell is a community-based researcher and non-Indigenous ally who is committed to building meaningful relationships that bring people together to better understand how we can work in a good way to identify solutions that redress root causes of oppression. As such, Davina continues to participate in projects that strive to understand our collective responsibilities to break down the myths and stereotypes that are imbedded in discriminatory and inequitable belief systems in order to foster appreciation for diversity.

Jeannette Sinclair is northern/bush (*sakâw*) Cree originally from Lesser Slave Lake, Alberta. She obtained a PhD in Indigenous Peoples' Education in the Department of Educational Policy Studies at the University of Alberta, in 2013. She has a Master's degree in Anthropology and a Bachelor of Arts in Native Studies. Over the years, she has worked in Aboriginal programs in the public and private sector as well as the University of Alberta before and after completing her doctoral studies. As a doctoral student, she worked with a CURA research project, *Healing Through Language and Culture* allowing her to broaden her community connections while deepening her understanding of Indigenous worldviews and Indigenous ways of knowing. Jeannette is grateful for the opportunity to engage with Indigenous research methodologies in her academic studies as well as working with various Aboriginal people and communities in Alberta. Her dissertation is entitled, *In the Footprints of Our Ancestors: Exploring the Reconnection to my Cree Ancestors (aniskotapanak) and Ancestral land in the Lesser Slave Lake area*. She is currently an instructor for the mandatory Indigenous education course at the University of Alberta.

Mary Smith recently graduated with a PhD in Nursing from the University of Victoria. Her research has revolved around Indigenous philosophies and methodologies, including autoethnography and hermeneutics, with a focus on nursing pedagogy, mental and renal health. As a member of a First Nation community, she is passionate towards learning from Indigenous ways of being and knowing. She has an MScN from York University and is also a Primary Health Care Nurse Practitioner in Ontario. Mary is an Assistant Professor at Queen's University and has been teaching both Nurse Practitioner and Nursing students since 2012.

Rebecca Sockbeson is of the Penobscot Indian Nation, Indian Island, Maine, the Waponahki Confederacy of tribes located in Maine, United States and the Maritime provinces of Canada. She is the 8th child of the Elizabeth Sockbeson clan, the auntie of over 100 Waponahki & Stoney Sioux youth, and the mother of three children who are also of the Alexis Nakota Sioux First Nation of Alberta. A political activist and scholar, she graduated from Harvard University where she received her Master's degree in education. She went on to confer her PhD in Educational Policy Studies at the University of Alberta, specializing in Indigenous Peoples Education. Her research focus is Indigenous knowledge, Aboriginal healing through language and culture, anti-racism and decolonization. Her doctoral study, Cipenuk Red Hope: Weaving Policy Toward Decolonization & Beyond, engages with how Indigenous ways of knowing and being can inform policy development. She currently serves as Associate Professor for the University of Alberta's Indigenous Peoples Education Program. Her research has been published in several journals and anthologies including, *Alberta Journal of Educational Research*; *American Indian Culture and Research Journal*; *Canadian Journal of Native Education*; *Against Colonization and Rural Dispossession: Local Resistance in South and East Asia, the Pacific and Africa*; and *Postcolonial Directions in Education*. Her poem, "Hear me in this concrete beating on my drum," was a winning entry in the Word on the Street Project in 2018 and is sandblasted on a downtown Edmonton sidewalk as part of a permanent public art installation.

Michelle Spadoni is an Associate Professor at Lakehead University School of Nursing. Her research interests include exploring compassion through artful and storied ways of knowing, and Indigenous perspectives of compassion in contemporary healthcare. As well, she is exploring how TRC Calls to Action are taken up in healthcare curriculums. Her teaching encompasses Leadership, Nursing philosophy and theory. She is a RN and holds a BA(N); MA(N), DNP and holds an Associated Medical Services Phoenix Fellow.

Doreen Spence is a member of the Saddle Lake, Cree, First Nation, in northern Alberta, a descendant of Jane Howse and Sam Livingston (the founders of Calgary). Elder Doreen Spence is known nationally, and internationally, for dedicating her entire life to fighting for human rights and social justice. Doreen has worked selflessly, to achieve recognition and respect for Indigenous women, men, and children. On a global scale, she seeks meaningful, improvements in the life chances and educational opportunities of Indigenous peoples, at home and abroad.

Through her teachings of unconditional love and kindness, and as importantly, her traditional healing practices, Elder Spence has interacted with thousands of people across the globe. In Calgary, Doreen Spence is well known as the Founder and Executive Director of the Canadian Indigenous Women's Resource Institute (CIWRI), for 13 years. Earlier, she was President of the Plains Indian Survival School. Elder Spence's work has been recognized internationally, nationally, and locally by several organizations. Her recognition ranges widely, from being: a Nobel Peace Prize Nominee 2005; the recipient of the Warriress Peace Award 2003 in recognition for her contributions to the UN Working Group on Indigenous Populations; and a recipient of an international award at the 1992 New Zealand Spiritual Elders Conference, with the Dalai Lama. Most recently, Doreen was the recipient of the 2017 National Inspire Award in Culture, Heritage, and Spirituality. In 2017, Spence was awarded a Bachelor's degree in Nursing from Mount Royal University. Doreen Spence has been a Senator for the University of Calgary. At 80 years, Elder Spence is still a dynamic warrior, actively participating in the continuing struggles to achieve equity, equality and fairness for all minoritized and racialized people.

Grant Spotted Bull was born and raised on the Blood Reserve, part of the Blackfoot Nation, in Alberta, Canada. He has four years in the Native American Art-Art Studio program at the University of Lethbridge. Grant was always drawing, much to his elementary school teachers' dismay. He would draw on anything he could find: napkins, table cloths, receipts, and homework. He comes by his artistic talents through his grandmother Mary Eva (Medicine Crane) Spotted Bull. Currently, he is working as Artist in Residence at the Westwind Alternative School in Cardston, Alberta.

Rochelle Starr is a mother of three and is from Little Pine First Nation, Saskatchewan. At present, Rochelle is a PhD candidate in Indigenous Peoples Education at the University of Alberta, and the Director of the Young Indigenous Women's Circle of Leadership (YIWCL). The YIWCL is a program that provides access to Cree language, knowledge, traditions, ceremony, and land to young Indigenous women, ages 10-16. Rochelle Starr's research and work concentrate on the importance of Indigenous language, knowledge, traditions, ceremonies, and land; the significance of remembering, and as importantly, the regeneration of Indigenous knowledge.

Edōsdi / Judy Thompson is a member of the Tahltan Nation and is the Director of the Tahltan Language and Culture Program, and an Assistant Professor in First Nations Studies at the University of Northern British Columbia. She is a trained elementary school teacher and has been teaching at the post-secondary level for 25 years. Her PhD research focused on the revitalization of the Tāltān language. In 2018, Edōsdi received the Distinguished Academic – Early in Career Award from the Canadian University Faculty Associations of British Columbia, and was a recipient of the UNBC Excellence in Teaching Award.

Cora Weber-Pillwax is a Metis woman who grew up in a small, isolated community of northern Alberta. She spent her early years within the circle of a large family, living self-sufficiently off the land, and in close connections with the rich environment of a northern lake in the boreal forest. She had to leave her home community to continue her schooling through high school and university, obtaining a Bachelor of Education, a Master's in International/Intercultural Education and a PhD in Indigenous Peoples Education from the University of Alberta. Prior to her position of Professor in Indigenous Peoples Education at the University of Alberta, she served for almost thirty years as a classroom teacher, and a school/systems administrator, serving most of the Aboriginal communities in northern Alberta. Her present work, embedded within multiple collaborative approaches with Indigenous graduate students and Aboriginal communities, focuses on research interactions that are oriented to Aboriginal peoples remembering/re-creating/sharing their distinct Indigenous knowledges, thus enriching their lives intergenerationally across the limitations of space and time. Dr. Weber-Pillwax's research has been published in several journals and anthologies including, *Alberta Journal of Educational Research*; *Canadian Journal of Native Education*; *International Journal of Indigenous Health*; and *Journal of Educational Thought/Revue*. In 2013, she and her Indigenous colleagues received a University of Alberta Human Rights Teaching Award in the delivery of Alberta's first compulsory course in Aboriginal education, EDU 211: Aboriginal Education & the Context for Professional Development.