**Indigenizing Education: Transformative Research, Theories, and Praxis**

Edited by **Jeremy Garcia**, University of Arizona
**Valerie Shirley**, University of Arizona
and **Hollie Anderson Kulago**, Penn State University

A volume in **Research for Social Justice: Personal~Passionate~Participatory Inquiry**
Series Editors Ming Fang He, Georgia Southern University and JoAnn Phillion, Purdue University

*Indigenizing Education: Transformative Research, Theories, and Praxis* brings various scholars, educators, and community voices together in ways that reimagines and recenter learning processes that embody Indigenous education rooted in critical Indigenous theories and pedagogies. The contributing scholar-educators speak to the resilience and strength embedded in Indigenous knowledges and highlight the intersection between research, theories, and praxis in Indigenous education. Each of the contributors share ways they engaged in transformative praxis by activating a critical Indigenous consciousness with diverse Indigenous youth, educators, families, and community members. The authors provide pathways to reconceptualize and sustain goals to activate agency, social change, and advocacy with and for Indigenous peoples as they enact sovereignty, self-education, and Native nation building.

The chapters are organized across four sections, entitled Indigenizing Curriculum and Pedagogy, Revitalizing and Sustaining Indigenous Languages, Engaging Families and Communities in Indigenous Education, and Indigenizing Teaching and Teacher Education. Across the chapters, you will observe dialogues between the scholar-educators as they enacted various theories, shared stories, indigenized various curriculum and teaching practices, and reflected on the process of engaging in critical dialogues that generates a (re)new(ed) spirit of hope and commitment to intellectual and spiritual sovereignty. The book makes significant contributions to the fields of critical Indigenous studies, critical and culturally sustaining pedagogy, and decolonization.

**CONTENTS:**

**Series Foreword—Research for Social Justice: Personal~Passionate~Participatory Inquiry.** Ming Fang He and JoAnn Phillion. Acknowledgments. Ahxe’he’ (Dine)/Kwa’kwa’ (Hopi).

**SECTION I: INDIGENIZING CURRICULUM AND PEDAGOGIES.** Native Intellectualism Through Indigenous Social Justice Pedagogy: Learning as a Critical and Heartfelt Engagement, **Valerie Shirley.**

Transformative Praxis: I Have 180 Days With These Kids . . . the Community Has Them For Life, **Samuel Tenakhongva.**

Restorying Lessons Learned: From a High School Native American Literature Classroom, **Timothy San Pedro and Andrea Box.**

The Hawaiian Culture-Based Education Movement: Advancing Native Hawaiian Students in Public P-12 Schools Through an Indigenous Framework, **Walter KahuMoku III.**

Transformative Praxis: Rooted in Home “Before” Looking Elsewhere, **Monica A. Kalimpono Kawai.**

**SECTION II: REVITALIZING AND SUSTAINING INDIGENOUS LANGUAGE.**

Teaching for Hlzhó and Wolakóhta: Relationships, Wellness, and Language Revitalization at the Native American Community Academy, **Tiffany S. Lee.**

Transformative Praxis: Wolakóhta—Reclaiming Language and Unlocking Identity, **Anpao Dutu Flying Earth.**

Chickasaw Language Is Forever, **Kari A. B. Chew.**

Transformative Praxis: Keeping the Fire Burning: The Impact of Community Indigenous Language Teachers in the Classroom, **Michelle Scaggs Cooke.**

Educational Leaders Centering Yuuyaraq and Asserting Rhetorical Sovereignty to Support Youth Development, **Linguistic Survivance, and Climate Change Adaptation, A态at' correcting Grant Kasaitok and Leisy Wyman.**

Hopi hahayatee naa’aya’tiwqam, Those Who Have Chosen to Attend to the Hopi Language: Storying “The Making of an Indigenous Language Teacher”, **Bermita Duwahoyeoma, Ada Curtis, and Sheliyah E. Nicholas.**

**SECTION III: ENGAGING FAMILIES AND COMMUNITIES IN INDIGENOUS EDUCATION.**

Centering Indigenous Philosophies of Community in Family, Community, and School Engagement, **Hollie Anderson Kulago and Tshihefte Herne.**

Engaging Native Families in Co-Creating Meaningful Educational Opportunities as a Community, **Danielle R. Lansing.**

Transformative Praxis: Cherished Hopes: Building a Relationship With Families for Success, **Vi beka Mitchell.**

Indigenizing Place-Based Education in Early Learning: Co-Creating Curriculum With Indigenous Communities at a Tribal College, **Nahrin Aziz.**

Transformative Praxis: Indigenizing Education in Early Learning: Connecting Curriculum to Community, **Oomaglee (Cynthia Wilson).**

Community-Centered Digital Storywork to Revitalize Indigenous Knowledges, **Christine Rogers Stanton.**

Transformative Praxis: Pilikani Digital StoryWork: Community-Centered Digital Stories in Practice, **Brad Hall, Cindy Bardi.**

Transformative Praxis: Transformative Praxis: Indigenizing Place-Based Education in Early Learning: Co-Creating Curriculum With Indigenous Communities at a Tribal College, **Nahrin Aziz.**

Transformative Praxis: Indigenizing Education in Early Learning: Connecting Curriculum to Community, **Oomaglee (Cynthia Wilson).**

**SECTION IV: CLOSING SECTION: INDIGENIZING TEACHING AND TEACHER EDUCATION.**

Conclusion: A Call to Action: Indigenous Teaching and Teacher Education, **Keiki Kawai’a’e’a, Jeremy Garcia, renée holt, Ac’aralek Lolly Carpluk, and Valerie Shirley.**

*About the Editors.*

**Institution:** Information Age Publishing, Inc.
**Address:** PO Box 79049 Charlotte, NC 28271
**Phone:** 704-752-9125 Fax: 704-752-9113 www.infoagepub.com