



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 recenters 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.

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