Call For Papers on Indigenous Education

Northern Arizona University is looking for manuscripts to consider for a new edition of our “Honoring” monographs tentatively entitled Honoring Our Students. It will be the fifth in a series published by Northern Arizona University. There is no word limit; we publish both shorter and longer articles. We use a modified APA reference style and submissions using APA style are fine. To see the type of articles we publish in our monographs on-line and in paperback go to http://jan.ucc.nau.edu/~jar/AIE/AIEbooks.html where you can find our publications full text. Our anticipated publication date is May 2020 and we would like to receive manuscripts by February 15, 2020. We would like to have the papers presented at the 11th American Indian / Indigenous Teacher Education Conference on June 19-20, 2020 at Northern Arizona University in Flagstaff, Arizona, but that is not required. For more information contact Jon Reyhner at Jon.Reyhner@nau.edu.

The first publication in this series, Honoring Our Heritage: Culturally Appropriate Approaches for Teaching Indigenous Students was published by Northern Arizona University in 2011 and dedicated to the memory of William G. Demmert, Jr., who spent his life working to improve the education of Indigenous students, including helping found the National Indian Education Association. He was a keynote speaker in 2009 at NAU’s first American Indian / Indigenous Teacher Education Conference. The Honoring monographs have received excellent reviews in Tribal College and other journals. Some comments from readers include:

Honoring Our Heritage is an informative and welcomed addition to the literature on culturally-based education illustrating engaging strategies for developing effective and meaningful education programs for Indigenous students —David Beaulieu, Professor Emeritus, Arizona State University and former President, National Indian Education Association

Honoring Our Heritage should be required reading for any educator who works with indigenous students—perhaps by all educators in our diverse society. Far too many children are turned off to school when they discover that all that they have learned from home, family and community counts for little at school—they must become someone other than themselves, speak a language that may not express their truest intentions, and behave like strangers to matter there.
——Lily Wong Fillmore, Professor Emeritus, University of California at Berkeley.

In this wonderful collection, the editors gather together “stories of success” in Indigenous culturally based education. Combining theory with practice, and spanning multiple content areas, the book is rich with strategies and hands-on resources for inquiry-oriented, place-based instruction. With examples from South Asia to the Southwestern U.S., the Great Lakes to the Great Plains, readers will find clear pedagogical models that honor who Native students are by honoring their heritage and the contemporary contexts of their lives.
——Teresa L. McCarty, Alice Wiley Snell Professor of Education Policy Studies and Co-director, Center for Indian Education, Arizona State University