

Aboriginal Perspectives A Guide To The Teachers Toolkit

This book offers a meso-level description of demographics, science education, and science teacher education. Representing all 13 Canadian jurisdictions, the book provides local insights that serve as the basis for exploring the Canadian system as a whole and function as a common starting point from which to identify causal relationships that may be associated with Canada's successes. The book highlights commonalities, consistencies, and distinctions across the provinces and territories in a thematic analysis of the 13 jurisdiction-specific chapters. Although the analysis indicates a network of policy and practice issues warranting further consideration, the diverse nature of Canadian science education makes simple identification of causal relationships elusive. Canada has a reputation for strong science achievement. However, there is currently limited literature on science education in Canada at the general level or in specific areas such as Canadian science curriculum or science teacher education. This book fills that gap by presenting a thorough description of science education at the provincial/territorial level, as well as a more holistic description of pressing issues for Canadian science education.

The Teacher's Toolkit is a new collection of electronic resources from the Ministry of Education to help elementary and secondary teachers integrate Aboriginal histories, cultures, and social sciences into the mainstream classroom. This guide outlines the organization of the Teacher's Toolkit and the key features of the toolkit's resources and provides samples of the its contents.

The Aboriginal Story of Burke and Wills is the first major study of Aboriginal associations with the Burke and Wills expedition of 1860–61. A main theme of the book is the contrast between the skills, perceptions and knowledge of the Indigenous people and those of the new arrivals, and the extent to which this affected the outcome of the expedition. The book offers a reinterpretation of the literature surrounding Burke and Wills, using official correspondence, expedition journals and diaries, visual art, and archaeological and linguistic research – and then complements this with references to Aboriginal oral histories and social memory. It highlights the interaction of expedition members with Aboriginal people and their subsequent contribution to Aboriginal studies. The book also considers contemporary and multi-disciplinary critiques that the expedition members were, on the whole, deficient in bush craft, especially in light of the expedition's failure to use Aboriginal guides in any systematic way. Generously illustrated with historical photographs and line drawings, The Aboriginal Story of Burke and Wills is an important resource for Indigenous people, Burke and Wills history enthusiasts and the wider community. This book is the outcome of an Australian Research Council project.

An early childhood education book that guides educators to embed Aboriginal perspectives into curriculum based on anti-bias approaches.

This guide focuses on systemic change, and personal and professional

accountability when incorporating Indigenous perspectives into Queensland school culture, curriculum and pedagogy. It aims to equip school leaders and teachers with more in-depth knowledge, understanding and skills to teach Indigenous and non-Indigenous students with confidence and without prejudice. Schools are able to broaden their understanding of Aboriginal and Torres Strait Islander perspectives through implementing a whole-of-school strategy in a way that reflects on the past, responds to the present and creates systemic change for the future. Student and community engagement in learning are key drivers of Indigenous academic achievement, so the guide also aims to strengthen partnerships between school staff and local Indigenous communities, supporting inclusive education and improving the educational outcomes of Aboriginal and Torres Strait Islander students. [Minister's message, ed]

Hands-On Science and Technology: An Inquiry Approach is filled with a year's worth of classroom-tested activity-based lesson plans. The grade 3 book is divided into four units based on the current Ontario curriculum for science and technology Growth and Changes in Plants Strong and Stable Structures Forces Causing Movement Soils in the Environment This new edition includes many familiar great features for both teachers and students: curriculum correlation charts; background information on the science and technology topics; complete, easy-to-follow lesson plans; reproducible student materials; materials lists; and hands-on, student-centred activities. Useful new features include: the components of an inquiry-based scientific and technological approach Indigenous knowledge and perspective embedded in lesson plans a four-part instructional process—activate, action, consolidate and debrief, and enhance an emphasis on technology, sustainability, and differentiated instruction a fully developed assessment plan that includes opportunities for assessment for, as, and of learning a focus on real-life technological problem solving learning centres that focus on multiple intelligences and universal design for learning (UDL) land-based learning activities a bank of science related images

This edited volume extends ecological approaches to curriculum theory by recognizing and building on the contributions of the late Chet A. Bowers to curriculum and ecological studies globally. Chapters provide in-depth explanation of Bowers' central contributions to the field, including his identification of the linguistic roots of ecological degradation; the need for school curricula to support sustainability; and the principles of cultural commons, eco-justice, and ecological intelligence. Building on these ideas and emphasizing the links between curriculum studies, social justice, and environmental education, the text illustrates how Bowers' ideas must now inform future approaches to schooling, teacher education, research, and Indigenous communities to guard against the global ecological crises we now face. This text will benefit researchers, academics, and educators with an interest in curriculum studies, sustainability education, and environmental studies in particular. Those interested in the sociology of education, educational change, and school reform will also benefit from the book.

The Craft of Qualitative Research is a consultative handbook that offers students a superb introduction to the practice of conducting qualitative research. Kleinknecht, van den Scott, and Sanders bring together a rich collection of perspectives, ideas, and experiences from scholars and professionals who span all stages of the academic career, from graduate students to emeritus professors. Highly accessible and practical, this text equips readers with the tools necessary to manage and overcome obstacles, biases, and power dynamics while researching in the field. Over the course of ten sections, every stage of the qualitative research process is explored, including planning, reflecting on ethical considerations, gaining entry to the field, collecting and analyzing data, leaving the field, and disseminating findings. Representing a diversity of academic disciplines, the fifty-five contributors share their knowledge gained and challenges encountered on the ground, providing a behind-the-scenes look at the reality of doing fieldwork. Filled with sound advice, engaging stories, and active learning exercises, this edited collection will help develop the skills and confidence needed to conduct qualitative research, making it the perfect resource for students in the social sciences, particularly sociology, anthropology, criminology, health studies, and social work.

The Reader's Guide to Women's Studies is a searching and analytical description of the most prominent and influential works written in the now universal field of women's studies. Some 200 scholars have contributed to the project which adopts a multi-layered approach allowing for comprehensive treatment of its subject matter. Entries range from very broad themes such as "Health: General Works" to entries on specific individuals or more focused topics such as "Doctors."

The Surviving the City Teacher Guide provides support for teachers addressing sensitive topics in the classroom (such as racism, caregiver illness, the child welfare system, residential schools, and Missing and Murdered Indigenous Women, Girls, and Two-Spirit People) when reading the graphic novels in the Surviving the City series. This teacher guide is meant to be a no-prep resource for educators to use either for individual, stand-alone lessons, or as a complete unit plan. In this teacher guide, Students will be learning about, exploring, researching, and presenting on essential themes that arise in the graphic novel. The lesson plans are formatted using the Activate, Acquire, Apply, and Assess (AAAA) format for ease of use. Activities throughout the lessons infuse Indigenous pedagogical practice. This teacher guide is best suited for use in grades 9–12 classrooms such as Grades 9–12 English, Grade 12 Global Issues, and Grade 12 Current Topics in First Nations, Métis, and Inuit Studies. Providing a comprehensive overview of holistic education's history, conceptions, practices, and research, this Handbook presents an up-to-date, global picture of the field. Organized in five sections, the Handbook lays out the field's theoretical and historical foundations; offers examples of holistic education in practice with regard to schools, programs, and pedagogies at all levels; presents research methods used in holistic education; outlines the growing effort among holistic educators to connect holistic teaching and learning with research practice; and examines present trends and future areas of interest in program development, inquiry, and research. This volume is a must-have resource for researchers and practitioners and serves as an essential foundational text for courses in the field.

Delgamuukw. Sixties Scoop. Bill C-31. Blood quantum. Appropriation. Two-Spirit.

Tsilhqot'in. Status. TRC. RCAP. FNPOA. Pass and permit. Numbered Treaties. Terra nullius. The Great Peace... Are you familiar with the terms listed above? In *Indigenous Writes*, Chelsea Vowel, writer, lawyer, and intellectual, opens an important dialogue about these (and more) concepts and the wider social beliefs associated with the relationship between Indigenous peoples and Canada. In 31 essays, Chelsea explores the Indigenous experience from the time of contact to the present, through five categories – Terminology of Relationships; Culture and Identity; Myth-Busting; State Violence; and Land, Learning, Law, and Treaties. She answers the questions that many people have on these topics to spark further conversations at home, in the classroom, and in the larger community.

From improved critical thinking to increased self-esteem and school retention, teachers and students have noted many benefits to bringing Aboriginal viewpoints into public school classrooms. In *Integrating Aboriginal Perspectives Into the School Curriculum*, Yatta Kanu provides the first comprehensive study of how these frameworks can be effectively implemented to maximize Indigenous students' engagement, learning, and academic achievement. Based on six years of empirical research, Kanu offers insights from youths, instructors, and school administrators, highlighting specific elements that make a difference in achieving positive educational outcomes. Drawing on a wide range of disciplines, from cognitive psychology to civics, her findings are widely applicable across both pedagogical subjects and diverse cultural groups. Kanu combines theoretical analysis and practical recommendations to emphasize the need for fresh thinking and creative experimentation in developing curricula and policy. Amidst global calls to increase school success for Indigenous students, this work is a timely and valuable addition to the literature on Aboriginal education.

Prepared for upper secondary level but could have relevance for upper primary and lower secondary teachers; lists classroom activities in response to discussion questions on issues such as relationship to land, the Dreaming, impact of occupation, diversity of peoples and cultures, contributions by Aboriginal people to Australian society; teaching strategies for introducing Aboriginal perspectives; extensive list of resources (South Australia based)

Elements of Indigenous Style offers Indigenous writers and editors—and everyone creating works about Indigenous Peoples—the first published guide to common questions and issues of style and process. Everyone working in words or other media needs to read this important new reference, and to keep it nearby while they're working. This guide features: - Twenty-two succinct style principles. - Advice on culturally appropriate publishing practices, including how to collaborate with Indigenous Peoples, when and how to seek the advice of Elders, and how to respect Indigenous Oral Traditions and Traditional Knowledge. - Terminology to use and to avoid. - Advice on specific editing issues, such as biased language, capitalization, and quoting from historical sources and archives. - Case studies of projects that illustrate best practices.

Teaching Aboriginal Studies has been a practical guide for classroom teachers in primary and secondary schools, as well as student teachers, across Australia. Chapters on Aboriginal history and culture, stereotypes and racism, government policies and reconciliation provide essential knowledge for integrating Aboriginal

history and culture, issues and perspectives across the curriculum. This second edition of Teaching Aboriginal Studies encompasses developments over the past decade in Aboriginal affairs, Aboriginal education and research. It features a wide range of valuable teaching sources including poetry, images, oral histories, media, and government reports. There are also strategies for teaching Aboriginal Studies in different contexts and the latest research findings. The text is lavishly illustrated with photographs, posters, paintings, prints, ads and cartoons.

Teaching Aboriginal Studies is the product of consultation and collaboration across Australia. Remarkable educators and achievers, both Aboriginal and other Australians, tell what teachers need to know and do to help Aboriginal students reach their potential, educate all students about Aboriginal Australia and make this country all that we can be. 'The importance of this book cannot be overestimated. We have been insisting for years that pre-service teachers be required to learn about Aboriginal history, culture and identity, and that it be regarded as integral to qualifying for their education degrees.' Lionel Bamblett, General Manager, Victorian Aboriginal Education Association Inc.

Experienced educators share their best, classroom-tested ideas in this teacher-friendly, activity-based resource. The grade 4 book is divided into four units: Habitats and Communities Pulleys and Gears Light and Sound Rocks and Minerals **STAND-OUT COMPONENTS** custom-written for the Ontario curriculum uses an inquiry-based scientific and technological approach builds understanding of Indigenous knowledge and perspectives **TIME-SAVING, COST-EFFECTIVE FEATURES** includes resources for both teachers and students a four-part instructional process: activate, action, consolidate and debrief, enhance an emphasis on technology, sustainability, and personalized learning a fully developed assessment plan for assessment for, as, and of learning a focus on real-life technological problem solving learning centres that focus on multiple intelligences and universal design for learning (UDL) land-based learning activities and Makerspace centres access to digital image banks and digital reproducibles (Find download instructions in the Appendix of the book.)

How is history represented? As just a record of the past, as a part of a present identity or as future goals? This book explores how historical contents and narratives are presented in school textbooks and other cultural productions (museums, monuments, etc) and also how they are understood by students, in the context of increasing globalization. In these contemporary conditions, the relation between history learning processes, in and out of school, and the construction of national identities presents an ever more important topic. It is being studied by looking at the appropriation of historical narratives, which are frequently based on the official history of a nation state. Most of the chapters in this volume are educational studies about how the learning of history takes place in school settings of different countries such as Canada, France, Germany, Latin America, Spain, the Netherlands, the United Kingdom and the United States. Covering such a broad sample of cultural and national contexts, they provide a

rich reflection on history as a subject related to patriotism, cosmopolitanism, both or neither.

This book addresses oral history as a form of education for redress and reconciliation. It provides scholarship that troubles both the possibilities and limitations of oral history in relation to the pedagogical and curricular redress of historical harms. Contributing authors compel the reader to question what oral history calls them to do, as citizens, activists, teachers, or historians, in moving towards just relations. Highlighting the link between justice and public education through oral history, chapters explore how oral histories question pedagogical and curricular harms, and how they shed light on what is excluded or made invisible in public education. The authors speak to oral history as a hopeful and important pedagogy for addressing difficult knowledge, exploring significant questions such as: how do community-based oral history projects affect historical memory of the public? What do we learn from oral history in government systems of justice versus in the political struggles of non-governmental organizations? What is the burden of collective remembering and how does oral history implicate people in the past? How are oral histories about difficult knowledge represented in curriculum, from digital storytelling and literature to environmental and treaty education? This book presents oral history as as a form of education that can facilitate redress and reconciliation in the face of challenges, and bring about an awareness of historical knowledge to support action that addresses legacies of harm. Furthering the field on oral history and education, this work will appeal to academics, researchers and postgraduate students in the fields of social justice education, oral history, Indigenous education, curriculum studies, history of education, and social studies education.

Seeing OneselfYour Guide to Managing Negative Thinking : Aboriginal PerspectivesAboriginal PerspectivesA Guide to the Teacher's Toolkit : Teaching Resources and Strategies for Elementary and Secondary Classrooms Contemporary Studies in Environmental and Indigenous Pedagogies: A Curricula of Stories and Place. Our book is a compilation of the work of experienced educational researchers and practitioners, all of whom currently work in educational settings across North America. Contributors bring to this discussion, an enriched view of diverse ecological perspectives regarding when and how contemporary environmental and Indigenous curriculum figures into the experiences of curricular theories and practices. This work brings together theorists that inform a cultural ecological analysis of the environmental crisis by exploring the ways in which language informs ways of knowing and being as they outline how metaphor plays a major role in human relationships with natural and reconstructed environments. This book will be of interest to educational researchers and practitioners who will find the text important for envisioning education as an endeavour that situates learning in relation to and informed by an Indigenous Environmental Studies and Eco-justice Education frameworks. This integrated collection of theory and practice of environmental and Indigenous

education is an essential tool for researchers, graduate and undergraduate students in faculties of education, environmental studies, social studies, multicultural education, curriculum theory and methods, global and comparative education, and women's studies. Moreover, this work documents methods of developing ways of implementing Indigenous and Environmental Studies in classrooms and local communities through a framework that espouses an eco-ethical consciousness. The proposed book is unique in that it offers a wide variety of perspectives, inviting the reader to engage in a broader conversation about the multiple dimensions of the relationship between ecology, language, culture, and education in relation to the cultural roots of the environmental crisis that brings into focus the local and global commons, language and identity, and environmental justice through pedagogical approaches by faculty across North America who are actively teaching and researching in this burgeoning field. The graphic novel, *This Place: 150 Years Retold*, includes a variety of historical and contemporary stories that highlight important moments in Indigenous and Canadian history. Written by Anishinaabe educator Christine M'Lot, the Teacher Guide for *This Place: 150 Years Retold* offers 12 comprehensive lessons that support teachers in introducing students to the unique demographic, historical, and cultural legacy of Indigenous communities and exploring acts of sovereignty and resiliency using circle pedagogy to show the interconnectedness of ideas and topics, primarily in the form of the medicine wheel infusing Indigenous pedagogical practices, such as working with others, seeking holism in understanding, and learning through storytelling engaging students' understanding and encouraging them to embrace differing worldviews NEW! Incorporating the *This Place* CBC podcast when studying the graphic novel Lessons in this teacher guide are appropriate to Grades 9–12 English, Grade 11 Global Issues, and Grade 12 Current Topics in First Nations, Métis, and Inuit Studies classes. They are also adaptable to relevant university or college courses.

Now part of the HBO docuseries "Exterminate All the Brutes," written and directed by Raoul Peck 2015 Recipient of the American Book Award The first history of the United States told from the perspective of indigenous peoples Today in the United States, there are more than five hundred federally recognized Indigenous nations comprising nearly three million people, descendants of the fifteen million Native people who once inhabited this land. The centuries-long genocidal program of the US settler-colonial regimen has largely been omitted from history. Now, for the first time, acclaimed historian and activist Roxanne Dunbar-Ortiz offers a history of the United States told from the perspective of Indigenous peoples and reveals how Native Americans, for centuries, actively resisted expansion of the US empire. With growing support for movements such as the campaign to abolish Columbus Day and replace it with Indigenous Peoples' Day and the Dakota Access Pipeline protest led by the Standing Rock Sioux Tribe, *An Indigenous Peoples' History of the United States*

is an essential resource providing historical threads that are crucial for understanding the present. In *An Indigenous Peoples' History of the United States*, Dunbar-Ortiz adroitly challenges the founding myth of the United States and shows how policy against the Indigenous peoples was colonialist and designed to seize the territories of the original inhabitants, displacing or eliminating them. And as Dunbar-Ortiz reveals, this policy was praised in popular culture, through writers like James Fenimore Cooper and Walt Whitman, and in the highest offices of government and the military. Shockingly, as the genocidal policy reached its zenith under President Andrew Jackson, its ruthlessness was best articulated by US Army general Thomas S. Jesup, who, in 1836, wrote of the Seminoles: "The country can be rid of them only by exterminating them." Spanning more than four hundred years, this classic bottom-up peoples' history radically reframes US history and explodes the silences that have haunted our national narrative. *An Indigenous Peoples' History of the United States* is a 2015 PEN Oakland-Josephine Miles Award for Excellence in Literature.

"This document was developed to support teachers in their implementation of the Aboriginal perspectives included across the curriculum" -- Foreword.

Although many schools and educational systems, from elementary to tertiary level, state that they endorse anti-homophobic policies, pedagogies and programs, there appears to be an absence of education about, and affirmation of, bisexuality and minimal specific attention paid to bi-phobia. Bisexuality appears to be falling into the gap between the binary of heterosexuality and homosexuality that informs anti-homophobic policies, programs, and practices in schools initiatives such as health education, sexuality education, and student welfare. These erasures and exclusions leave bisexual students, family members and educators feeling silenced and invisibilized within school communities. Also absent is attention to intersectionality, or how indigeneity, gender, class, ethnicity, rurality and age interweave with bisexuality. Indeed, as much research has shown, erasure, exclusion, and the absence of intersectionality have been considered major factors in bisexual young people, family members and educators in school communities experiencing worse mental, emotional, sexual and social health than their homosexual or heterosexual counterparts. This book is the first of its kind, providing an international collection of empirical research, theory and critical analysis of existing educational resources relating to bisexuality in education. Each chapter addresses three significant issues in relation to bisexuality and schooling: erasure, exclusion, and the absence of intersectionality. From indigenous to rural schools, from tertiary campuses to elementary schools, from films to picture books as curriculum resources, from educational theory to the health and wellbeing of bisexual students, this book's contributors share their experiences, expertise and ongoing questions. This book was originally published as a special issue of the *Journal of Bisexuality*.

In *Achieving Indigenous Student Success*, author Pamela Toulouse provides strategies, lessons, and hands-on activities that support both Indigenous and non-

Indigenous learners in the secondary classroom. While the author's primary focus is the needs of Indigenous students, this book is for all teachers of grades 9–12 who are looking for ways to infuse Indigenous world-views into their courses. Ideas include wise practices such as retention/transition/graduation planning, differentiated instruction, assessment, and equity instruction. Using appropriate themes for curricular connections, the author presents a culturally relevant and holistic approach that helps to build bridges between cultures and fosters self-esteem in all students.

ÒThis book is an imagining.Ó So begins this collection examining critical, Indigenous-centered approaches to understanding gay, lesbian, bisexual, transgender, queer, and Two-Spirit (GLBTQ2) lives and communities and the creative implications of queer theory in Native studies. This book is not so much a manifesto as it is a dialogueÑa Òwriting in conversationÓÑamong a luminous group of scholar-activists revisiting the history of gay and lesbian studies in Indigenous communities while forging a path for Indigenous-centered theories and methodologies. The bold opening to *Queer Indigenous Studies* invites new dialogues in Native American and Indigenous studies about the directions and implications of queer Indigenous studies. The collection notably engages Indigenous GLBTQ2 movements as alliances that also call for allies beyond their bounds, which the co-editors and contributors model by crossing their varied identities, including Native, trans, straight, non-Native, feminist, Two-Spirit, mixed blood, and queer, to name just a few. Rooted in the Indigenous Americas and the Pacific, and drawing on disciplines ranging from literature to anthropology, contributors to *Queer Indigenous Studies* call Indigenous GLBTQ2 movements and allies to center an analysis that critiques the relationship between colonialism and heteropatriarchy. By answering critical turns in Indigenous scholarship that center Indigenous epistemologies and methodologies, contributors join in reshaping Native studies, queer studies, transgender studies, and Indigenous feminisms. Based on the reality that queer Indigenous people Òexperience multilayered oppression that profoundly impacts our safety, health, and survival,Ó this book is at once an imagining and an invitation to the reader to join in the discussion of decolonizing queer Indigenous research and theory and, by doing so, to partake in allied resistance working toward positive change. This book explores the aboriginal stories, places, and landscapes of British Columbia, delving into the history and traditions of the eleven major linguistic groups.

This guide has been written to support teachers in incorporating an Aboriginal perspective wherever possible in their planning, teaching and assessing cycle, providing guidance across all Key Learning Areas.

2020 American Indian Youth Literature Young Adult Honor Book 2020 Notable Social Studies Trade Books for Young People, selected by National Council for the Social Studies (NCSS) and the Children's Book Council 2019 Best-Of Lists: Best YA Nonfiction of 2019 (Kirkus Reviews) · Best Nonfiction of 2019 (School Library Journal) ·

Best Books for Teens (New York Public Library) · Best Informational Books for Older Readers (Chicago Public Library) Spanning more than 400 years, this classic bottom-up history examines the legacy of Indigenous peoples' resistance, resilience, and steadfast fight against imperialism. Going beyond the story of America as a country "discovered" by a few brave men in the "New World," Indigenous human rights advocate Roxanne Dunbar-Ortiz reveals the roles that settler colonialism and policies of American Indian genocide played in forming our national identity. The original academic text is fully adapted by renowned curriculum experts Debbie Reese and Jean Mendoza, for middle-grade and young adult readers to include discussion topics, archival images, original maps, recommendations for further reading, and other materials to encourage students, teachers, and general readers to think critically about their own place in history.

There has been a growth in the use, acceptance, and popularity of indigenous knowledge. High rates of poverty and a widening economic divide is threatening the accessibility to western scientific knowledge in the developing world where many indigenous people live. Consequently, indigenous knowledge has become a potential source for sustainable development in the developing world. The Handbook of Research on Theoretical Perspectives on Indigenous Knowledge Systems in Developing Countries presents interdisciplinary research on knowledge management, sharing, and transfer among indigenous communities. Providing a unique perspective on alternative knowledge systems, this publication is a critical resource for sociologists, anthropologists, researchers, and graduate-level students in a variety of fields.

For educators, scholars, practitioners and researchers this book offers an opportunity to explore and engage with practice-based education theories and concepts in real life teaching spaces. It is a place to see theory embodied and situated within PBE practices. It is also an opportunity to see how educators and scholars from other disciplines are applying theory to understand teaching and learning in their particular area. This volume provides an opportunity for readers to deepen their understanding of practice-based education and broaden and critically appraise their strategies for engaging with practice-based education theory. And, it provides a means of extending theory and realising new practice-based education theory through the lens of exemplary practice. There are three sections in the book: • Section 1: Practice-based education for life and work • Section 2: Practice-based education in action • Section 3: Practice-based education realisations

The scope of multilingualism and multiculturalism within societies is increasing on a global scale. As this is happening, discussions are emerging concerning the significance of including a variety of perspectives in classroom discourse as well as the imperative of ridding it of a prevailing monocultural straitjacket. Against the backdrop of these changing realities, authors have advocated for a revision and adaptation of current teaching methodology and classroom materials in order to do greater justice to an increasingly diverse student population. This book presents the findings from a qualitative research project conducted in Australia, a country acclaimed for its linguistic and cultural diversity. Specifically, the study investigated the educational context of Indigenous Australian learners by shedding light on the incorporation of First Nations perspectives in teaching materials and methodology. Additionally, the project identified therewith-related challenges and possibilities for improvement. The results provide

insights into the multifacetedness of language- as well as culture-related factors, which prove vital for learning processes. Moreover, the results reveal the complexities arising in connection with the incorporation of First Nations perspectives in classroom discourse. The data also point towards dimensions for improvement and recommendations for action for educators working in diverse classroom settings. As growing linguistic and cultural diversity has become a global reality, this volume, addressing Australian First Nations perspectives, offers an important contribution to the field of contemporary education.

Suggested units covering prehistory, archaeology and contact history; guide to evaluating resources.

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