

Introduction

Honoring Our Elders is the third monograph published by Northern Arizona University's College of Education in conjunction with its American Indian / Indigenous Teacher Education conferences focusing on better preparing teachers of Indigenous students. It is dedicated to Darrell R. Kipp (1944-2013) who in 1987 helped co-found the Piegan Institute, which founded the Blackfoot language immersion Cuts Wood School (or Nizipuwahsin). We were honored to have Mr. Kipp as one of our keynote speakers at the 15th Annual Stabilizing Indigenous Languages Symposium at Northern Arizona University in 2008, and he contributed the opening chapter titled "Encouragement, Guidance and Lessons Learned: 21 Years in the Trenches of Indigenous Language Revitalization" to our 2009 monograph, *Indigenous Language Revitalization: Encouragement, Guidance, and Lessons Learned*.

We are happy to have as our first chapter in *Honoring Our Elders* Darren Kipp, Jesse DesRosier, and Mizuki Miyashita's remembrances of Darrell. For the 5th Annual American Indian / Indigenous Teacher Education Conference held at Northern Arizona University in 2014 we were honored to have Sandra Fox, the National Indian Education Association's 2013 Lifetime Achievement Award winner, as one of our keynote speakers, and she provides her insights in the second chapter into the need to reform American Indian education. After these introductory essays are four chapters focusing on the importance of incorporating Indigenous cultures and languages into the curriculum and instruction of Indigenous schools. The first chapter in this section by Stephanie Furuta, Larry Steeves, Sheila Carr-Stewart, and Taneisha Ingleton makes "The Case for Culture and Language" in Indigenous education. In the next chapter J. Dean Mellow discusses the need for decolonizing Western science, research, and education and valuing linguistic diversity. Then Angelina E. Castagno, Bryan McKinley Jones Brayboy, Deborah Chadwick, and Lindsey Cook write about the promise and paradox of preparing culturally responsive teachers for schools serving Indigenous students. Finally Cynthia Benally presents her research on Native perspectives on Native American history instruction in "'We Want to Get Our Voice Heard': Native Perspectives of Native American History Instruction."

The next section focuses on language teaching. Martina Volfová writes about her experiences with a summer Shoshone language program in "'Indigenizing the Teacher's Toolbox': Language Teaching Practices in a Shoshone Classroom." Then Mizuki Miyashita and Annaelle Chatsis write about the need for respecting dialectal variations in a Blackfeet language class. In chapter 9 George Ann Gregory and Julie MacGahran discuss learning language through movement using the Total Physical Response (TPR) and Gouin language teaching methods. In the following chapter Kathryn Manuelito presents a case study of a first year Navajo language immersion teacher. Then Sophie Nock examines students attitudes to-

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wards an advanced level Māori language immersion program and Tangiwai Rewi and Poia Rewi describe their ZePA Model of Māori language revitalization. In this section's last chapter Christine Lemley and John Teller discuss Menominee language revitalization efforts.

In the last section Angela A. A. Willeto examines "Factors Influencing Young American Indian/Alaska Native's Academic Achievement" using data from the National Assessment of Educational Progress in the United States. Then Joely Proudfit and Linda Sue Warner describe the Warriors for Empowering Advocates through Valuing Education (WEAVE) Project designed to outreach to tribal communities to empower parents and community members in tribal education initiatives through focused training in recent research and practice.

Honoring Our Elders is the 10th in a series of monographs on Indigenous education and language revitalization published by Northern Arizona University's College of Education. These include *Stabilizing Indigenous Languages* (1996), *Teaching Indigenous Languages* (1997), *Revitalizing Indigenous Languages* (1999), *Learn in Beauty: Indigenous Education for a New Century* (2000), *Indigenous Languages Across the Community* (2002), *Nurturing Native Languages* (2003), *Indigenous Language Revitalization: Encouragement, Guidance & Lessons Learned* (2009), *Honoring Our Heritage* (2011), and *Honoring Our Children* (2013). This new monograph includes papers from the 5th American Indian / Indigenous Teacher Education Conference held at Northern Arizona University on July 10-12, 2014 as well as other papers.

Jon Reyhner
Joseph Martin
Louise Lockard
Willard Sakiestewa Gilbert
College of Education
Northern Arizona University