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Sommario/riassunto	This book examines the experiences of Indigenous students in settler schools by using the example of a Canadian school as a window into the relationship between colonial discourses, indigenized English

language varieties, racialized identities, and the biased educational practices of settler schools. The book aims to develop awareness of the colonial past and its present-day influences on settler schools; to take a close look at the effects of present-day settler nationalism on constructions of race and language in settler schools; and to explore what could be done differently to lessen present-day and future educational inequity. The book will have great appeal to education students, educators, teacher educators, and educational researchers in settler contexts.
