

1. Record Nr.	UNINA9910523760403321
Autore	Dei George J. Sefa (George Jerry Sefa), <1954->
Titolo	Elders' Cultural Knowledges and the Question of Black/ African Indigeneity in Education // by George J. Sefa Dei, Wambui Karanja, Grace Erger
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2022
ISBN	9783030842017 3030842010
Edizione	[1st ed. 2022.]
Descrizione fisica	1 online resource (232 pages)
Collana	Critical Studies of Education, , 2543-0475 ; ; 16
Disciplina	370.117
Soggetti	Education Sociology Anthropology History Political science Political Science Educació Persones grans Pobles indígenes Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Chapter 1. Articulating the Epistemic Challenge -- Chapter 2. Colonial Education in the Canadian Context -- Chapter 3. Responding to the Epistemic Challenge – A Decolonial Project -- Chapter 4. Land and Indigenous Epistemology -- Chapter 5. The Role of Elders and their Cultural Knowledges in Schools -- Chapter 6. Making the Case for Incorporating Elders' Indigenous Knowledges in Schools -- Chapter 7. Challenges of Incorporating Elders in Schools -- Chapter 8. Conclusion: Imagining New Indigenous Educational Futurities.
Sommario/riassunto	This book makes a strong case for the inclusion of Indigenous Elders' cultural knowledge in the delivery of inclusive education for learners

who are members of minority communities. It is relevant to curriculum developers, teachers, policy makers and institutions that engage in the education of Black, Indigenous, Latinx and other minority students. This book provides opportunities for exploring the decolonization of educational approaches. It promotes the synthesis of multiple types of knowledge and ways of knowing by making a case for the incorporation of Indigenous knowledges and Indigenous Elders as teachers in learning spaces. The book is of interest to educators, students, and researchers of Indigenous knowledge and decolonizing education. Additionally, it is important for educational policy makers, especially those engaged in looking for strategic solutions to bridging educational disparities and gaps for Indigenous, Black, Latinx and other minority learners.

---