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Nota di contenuto	Chapter 1. Introduction: reimagining pedagogical places and spaces -- Chapter 2. What is Learning from Country in the City? -- Chapter 3. Aboriginal Responses to Colonial Narratives -- Chapter 4. Country-Inspired, Relationships-Driven Teaching and Research -- Chapter 5. Developing an Aboriginal Curriculum Narrative -- Chapter 6. Case Study 1: Aboriginal Community-Based Educator's Narratives -- Chapter 7. Case Study 2: Exploring Preservice Teachers Experiences of Learning

from Country in the City -- Chapter 8. Case Study 3: How Learning from Country Experiences Influence Early Career Teachers Practices -- Chapter 9. Case Study 4: Teacher Educator Narratives of Learning and Teaching -- Chapter 10. Lessons from Country.

Sommario/riassunto

This book showcases the transformative impact of Aboriginal community-based educators teaching local histories and cultures to preservice teachers. It details the 'Learning from Country in the City' teaching and research project, which follows preservice teachers who participated in immersive 'Learning from Country' experiences in undergraduate Aboriginal education electives through to their first few years of teaching. Through storying Aboriginal community-based educator, preservice and early career teacher, and lecturer experiences, this book demonstrates the educational and emotional impact of Aboriginal truth telling processes and the significance of connecting with and learning from Country for all teachers and students. A visual representation of the pedagogical framework articulates this work which is designed to capture localised place-based learning processes and apply these principles to diverse contexts. The book presents photographs and maps of the places at the centre of this learning so educators, community members and readers can visualise how they might apply this methodology to their context. Importantly, this book positions Indigenous Knowledges, Aboriginal voices and ways of knowing, being and doing front and centre - asserting that this is essential foundational work needed to prepare young people for living in an ever-changing world. .
