

References Week3

Bang, M., Montano, E. M., Nolan, A. T., McDaid-Morgan, A., & Novak, M. (2018). Indigenous family engagement: Strong families, strong nations. Family Design Collaborative.

 https://familydesigncollab.org/wp-content/uploads/2018/07/Bang-Montano-Nolan-McDaid-Morgan Indigenous-Family-Engagement.pdf

Barblett, L., Knaus, M., & Barratt-Pugh, C. (2020). The pushes and pulls for culturally responsive pedagogies: A narrative research with Australian teachers working with Indigenous children and their families. Teaching and Teacher Education, 88, 102982.

- https://doi.org/10.1016/j.tate.2019.102982
- https://journals.sagepub.com/doi/10.1177/14639491231176897

Battiste, M. (2013). Decolonizing Education: Nourishing the Learning Spirit. Purich Publishing.

• https://www.ubcpress.ca/decolonizing-education

Bond, H. (2010). "We're the mob you should be listening to": Aboriginal elders at Mornington Island speak up about productive relationships with visiting teachers. Australian Journal of Indigenous Education, 39, 40-53.

- https://doi.org/10.1375/S1326011100000909
- https://www.cambridge.org/core/journals/australian-journal-of-indigenouseducation/article/abs/were-the-mob-you-should-be-listening-to-aboriginal-elders-atmornington-island-speak-up-about-productive-relationships-with-visitingteachers/3D9250606CD9A98DB46DA645EBBF3D40
- https://eric.ed.gov/?id=EJ909857
- https://ajie.atsis.uq.edu.au/ajie/article/view/558

Burgess, C., & Cavanagh, M. (2015). Building cultural competence: Working with Aboriginal and Torres Strait Islander families. In Working with families in Australia (pp. 89-104). Pearson Australia.

Referenced in: https://link.springer.com/chapter/10.1007/978-3-031-14306-9 5

Burnette, C. E. (2018). Family and cultural protective factors as the bedrock of resilience and growth for Indigenous women who have experienced violence. Journal of Family Social Work, 21(1), 45-62.

https://doi.org/10.1080/10522158.2017.1402536

Cheng, S., & Yan, M. C. (2018). Immigrant student achievement and educational policy in Canada. Canadian Issues, Spring, 33-37.



- https://www.researchgate.net/publication/323908043 Immigrant Student Achievement and Educational Policy in Canada
- https://journals.sfu.ca/cje/index.php/cje-rce/article/view/1213

Civil, M., & Quintos, B. (2022). Mathematics teaching and learning with Latina/o students. In Handbook of research on mathematics teaching and learning. Routledge.

• https://books.google.ca/books/about/Latinos as and Mathematics Education.html?id=ewAoD wAAQBAJ&redir esc=y

Epstein, J. L. (2011). School, family, and community partnerships: Preparing educators and improving schools (2nd ed.). Taylor & Francis.

- https://www.taylorfrancis.com/books/mono/10.4324/9780429494673/school-family-community-partnerships-joyce-epstein
- https://doi.org/10.4324/9780429494673

Gay, G. (2010). Culturally Responsive Teaching: Theory, Research, and Practice (2nd ed.). Teachers College Press.

• https://www.tcpress.com/culturally-responsive-teaching-9780807758762

Gerlach, A. J., & Gignac, J. (2019). "If it's not Elders, it's not Elders": Creating culturally safe engagement with Indigenous families. Journal of Family Nursing, 25(1), 43-75.

https://doi.org/10.1177/1074840718821195

González, N., Moll, L. C., & Amanti, C. (Eds.). (2005). Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms. Routledge.

- https://doi.org/10.4324/9781410613462
- https://www.routledge.com/Funds-of-Knowledge-Theorizing-Practices-in-Households-Communities-and-Classrooms/Gonzalez-Moll-Amanti/p/book/9780805849141

Government of Canada. (2018). Indigenous Early Learning and Child Care Framework.

• https://www.canada.ca/en/employment-social-development/programs/indigenous-early-learning/2018-framework.html

Grace, R., & Trudgett, M. (2012). It's not rocket science: The perspectives of Indigenous early childhood workers on supporting the engagement of Indigenous families in early childhood settings. Australasian Journal of Early Childhood, 37(2), 10-18.

https://doi.org/10.1177/183693911203700203



Guo, Y. (2012). Diversity in public education: Acknowledging immigrant parent knowledge. Canadian Journal of Education, 35(2), 120-140.

https://journals.sfu.ca/cje/index.php/cje-rce/article/view/948

James, C. E. (2019). Teaching for Equity in Complex Times: The ETFO Guide. Elementary Teachers' Federation of Ontario.

https://www.etfo.ca/about-us/governance/equity-statement

Kirkness, V. J., & Barnhardt, R. (1991). First Nations and Higher Education: The Four R's—Respect, Relevance, Reciprocity, Responsibility. Journal of American Indian Education, 30(3), 1-15.

- https://eric.ed.gov/?id=EJ438242
- https://www.uaf.edu/ankn/publications/collective-works-of-ray-b/Four-Rs-2nd-Ed.pdf

Lieberman, A., & Miller, L. (2011). Learning Communities: The Starting Point for Professional Learning Is in Schools and Classrooms. Journal of Staff Development, 32(4), 16-20.

- https://eric.ed.gov/?id=EJ941372
- https://learningforward.org/journal/standards-for-professional-learning/learning-communities/

Madden, B., Higgins, M., & Korteweg, L. (2013). "Role models can't be on a poster": Re/membering barriers to Indigenous community engagement. Canadian Journal of Education, 36(2), 212-247.

- https://www.researchgate.net/publication/286596746 Role models can't just be on posters

 Remembering barriers to indigenous community engagement
- https://journals.sfu.ca/cje/index.php/cje-rce/article/view/948

McCarrol, J. (2018). Building relationships with immigrant students and families. In Teaching immigrant students in Canadian schools. Education Week.

• https://www.edweek.org/leadership/in-canadas-public-schools-immigrant-students-are-thriving/2018/02

Moll, L. C., Amanti, C., Neff, D., & González, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. Theory Into Practice, 31(2), 132-141.

https://doi.org/10.1080/00405849209543534

Ontario Ministry of Education. (2025). Indigenous Education in Ontario.

https://www.ontario.ca/page/indigenous-education-ontario



Paris, D., & Alim, H. S. (2017). Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World. Teachers College Press.

https://www.tcpress.com/culturally-sustaining-pedagogies-9780807758335

Quintos, B. (2025). 3 ways to utilize families' funds of knowledge in math class. UMD College of Education Office Hours.

• https://education.umd.edu/news/03-14-25-3-ways-utilize-families%E2%80%99-funds-knowledge-math-class

Robbins, R., Robbins, S. P., & Stennerson, B. (2013). American Indian families. In Sociology of Families: Change, Continuity, and Diversity (pp. 171-190). SAGE Publications.

• https://link.springer.com/chapter/10.1007/978-1-4614-3917-2 12 (Handbook of Family Resilience)

Savage, C., Hindle, R., Meyer, L. H., Hynds, A., Penetito, W., & Sleeter, C. E. (2011). Culturally responsive pedagogies in the classroom: Indigenous student experiences across the curriculum. Asia-Pacific Journal of Teacher Education, 39(3), 183-198.

https://doi.org/10.1080/1359866X.2011.588311

Sianturi, I. A., Lim, C., Ginsburg, H. P., Noble, K., & Chen, J. C. (2022). A systematic review of Indigenous parents' educational engagement. Review of Education, 10(3), e3362.

- https://doi.org/10.1002/rev3.3362
- https://bera-journals.onlinelibrary.wiley.com/doi/full/10.1002/rev3.3362

Sims, M., Saggers, S., Hutchins, T., Guilfoyle, A., Targowska, A., & Jackiewicz, S. (2012). Indigenous early childhood programs: Engaging Indigenous parents. Australian Journal of Indigenous Education, 41(1), 30-38.

https://doi.org/10.1375/ajie.41.1.30

Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). Professional Learning Communities: A Review of the Literature. Journal of Educational Change, 7, 221-258.

https://doi.org/10.1007/s10833-006-0001-8

Thiessen, D., & Cook-Sather, A. (2007). International Handbook of Student Experience in Elementary and Secondary School. Springer.

https://link.springer.com/book/10.1007/1-4020-3367-2



Valdés, G. (1996). Con respeto: Bridging the distances between culturally diverse families and schools. Teachers College Press.

https://www.tcpress.com/con-respeto-9780807735244

Volante, L., Klinger, D., & Bilgili, O. (2018). Immigrant student achievement and education policy: Cross-cultural approaches. Springer.

- https://link.springer.com/book/10.1007/978-3-319-74063-8
- https://doi.org/10.1007/978-3-319-74063-8

Warikoo, N. K. (2014). The education of immigrant children. Harvard Graduate School of Education Usable Knowledge.

https://www.gse.harvard.edu/ideas/usable-knowledge/14/12/education-immigrant-children

Washington, R. D., McCarty, T. L., Reinschmiedt, L., & Lee, T. S. (2023). Toward culturally sustaining/revitalizing Indigenous family-school-community leadership. Frontiers in Education, 8, 1192095.

- https://doi.org/10.3389/feduc.2023.1192095
- https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2023.1192095/full

Additional Canadian Resources

Colleges and Institutes Canada - Indigenous Education Protocol

 https://www.collegesinstitutes.ca/what-we-do/our-priorities/acceleratingreconciliation/indigenous-education-protocol/

Government of Canada - Education for Indigenous Peoples

• https://www.rcaanc-cirnac.gc.ca/eng/1524495412051/1557511602225

Supporting Refugee Students in Canada

 https://torontolip.com/wp-content/uploads/2021/03/Supporting-Refugee-Students-in-Canada-Report.pdf

Improving School Engagement with Indigenous Communities (SpringerLink)

https://link.springer.com/chapter/10.1007/978-3-031-14306-9 5