

# Rekindling homelands: Stories of Indigenous women's wisdom and leadership in cultural early childhood programs <sup>[1]</sup>

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**Format:** Article

**Publication Date:** 1 Sep 2024

## AVAILABILITY

Access online <sup>[2]</sup>

Access online [PDF] <sup>[3]</sup>

## Abstract

This research explores the pivotal roles of Indigenous women as leaders in children's education, focusing on how they integrate spiritual, cultural, and communal knowledge to foster cultural revitalization. Utilizing The Visiting Way, an Indigenous methodology grounded in relational accountability, this study highlights the intergenerational transmission of knowledge and the innovative strategies these women employ to navigate systemic barriers in education. Through in-depth interviews with Indigenous educators, the research reveals how these leaders preserve cultural continuity while addressing contemporary educational challenges. By centring Indigenous feminisms and the ethics of care, the study emphasizes the importance of relational, land-based approaches in creating holistic, culturally responsive educational environments. The findings contribute to broader discussions on decolonizing education, advocating for the inclusion of Indigenous ways of knowing in curricula and policies to promote social justice and reconciliation

## Related link:

First Nations children living off reserve, Métis children, and Inuit children and their families: Selected findings from the 202 <sup>[4]</sup>

**Region:** Canada <sup>[5]</sup>

**Tags:** culture <sup>[6]</sup>

Indigenous child care <sup>[7]</sup>

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## Links

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