

Middle School Journal

CALL FOR MANUSCRIPTS

Indigenous Youth and Educators in the Middle Grades

We are pleased to announce a call for manuscripts focusing on Indigenous Youth and Educators in the Middle Grades. As we recognize the importance of education tailored to the unique needs and perspectives of Indigenous communities, we seek to highlight innovative practices, research findings, and success stories within school settings that serve Indigenous young adolescents and middle grades educators. Indigenous communities across the globe have long sought autonomy and sovereignty in educational systems that honor their cultural heritage, languages, values, and knowledge systems (Sabzalian, 2019; Sabzalian et al., 2021; Sockbeson, 2019). Early adolescence, a critical developmental period, presents an opportunity to embed culturally responsive and revitalizing pedagogies (McCarty & Lee, 2014), holistic approaches to wellness, and community engagement within educational settings (Bishop & Harrison, 2021). We invite manuscripts that take an assets-based perspective at exploring various aspects of education related to Indigenous youth and educators, including but not limited to:

Indigenous Language Revitalization

- Discuss strategies for preserving and revitalizing Indigenous languages within middle school settings, including language immersion programs and culturally relevant language instruction.

Student Voice and Leadership

- Highlight initiatives that empower Indigenous middle school students to become leaders, advocates, and agents of change within their schools and communities.

Community Partnerships

- Examine successful partnerships between middle schools, local communities, tribal organizations, and educational institutions to support holistic student growth and community well-being.

Wellness and Healing Practices

- Explore culturally grounded approaches to promoting mental health, wellness, and healing for Indigenous young adolescents and/or middle grades educators.

Educator Recruitment, Development, and Retention

- Elucidate the lived experiences of indigenous middle level educators.
- Explore successful recruitment and retention programs for educators in indigenous schools.
- Highlight examples of the successful creation of pipelines that increase indigenous educators within the teaching profession.
- Describe how middle level teacher education programs prepare pre-service teachers to address issues of erasure, colonialism, and historical traumas related to indigenous populations and educators.

Curriculum, Pedagogy, and Assessment

- Describe innovative curriculum development processes that integrate Indigenous knowledge, languages, and perspectives into middle grades education.
- Share effective teaching strategies and pedagogies that foster cultural identity, critical thinking, and socio-emotional development among Indigenous middle school students.
- Present methods for assessing student learning, program effectiveness, and outcomes that respect Indigenous ways of knowing and evaluation

References

- Bishop, P. A. & Harrison, L. M. (2021). The successful middle school: This we believe. Association for Middle Level Education
- McCarty, T. L., & Lee, T. S. (2014). Critical culturally sustaining/revitalizing pedagogy and indigenous education sovereignty. *Harvard Educational Review*, 84(1), 101–124. <https://doi.org/10.17763/haer.84.1.q83746nl5pj34216>
- Sabzalian, L. (2019). The tensions between Indigenous sovereignty and multicultural citizenship education: Toward an anticolonial approach to civic education. *Theory & Research in Social Education*, 47(3), 311–346. <https://doi.org/10.1080/00933104.2019.1639572>
- Sabzalian, L., Shear, S. B., & Snyder, J. (2021). Standardizing Indigenous erasure: A TribalCrit and QuantCrit analysis of K–12 U.S. civics and government standards. *Theory & Research in Social Education*, 49(3), 321–359. <https://doi.org/10.1080/00933104.2021.1922322>
- Sockbeson, R. (2019). Maine indigenous education left behind: A call for anti-racist conviction as political will toward decolonization. *Journal of American Indian Education*, 58(3), 105-129. <https://doi.org/10.1353/jaie.2019.a798566>

Submit by Friday, November 15, 2024.

If you are submitting a manuscript for a themed issue, please specify the theme in your cover letter. As you prepare your manuscript, please consult our [Editorial Policy & Guidelines for Authors](#). Address inquiries to Editors Kathleen Brinegar, Lisa Harrison, and Ellis Hurd at msjeditors@gmail.com.

All manuscripts must be submitted online at: <http://www.editorialmanager.com/msj>

Middle School Journal, a refereed journal, is an official publication and a Professional Membership benefit of the Association for Middle Level Education (AMLE). Published five times per year, the journal offers articles that promote quality middle level education and contribute to an understanding of the educational and developmental needs of youth between the ages of 10 and 15.