

Critical Pedagogy as a Decolonizing Practice

Michelle Whitstone

Educational institutions continue to step cautiously considering decolonization of current pedagogies. Shirley's (2017) case study through what she identifies as Indigenous Social Justice Pedagogy can help us to explore what it might mean to put decolonization into practice. As an Indigenous scholar, I too, place my language in this presentation, as a way of asserting my sovereign right to self-determination by speaking my Diné language, practicing my Diné culture, and sharing my Diné way of understanding the world as was taught to me through ancestral oracy.

Yá'ádaat'ééh, t'áá bee k'éhégi át'éego. Shí éi Michelle Whitstone dashijini. Ta'neezahnii nishłįįgo, Naasht'ézhi Táchii'nii báhishchiín. Áshįįhį éi dashicheii dóó Tó Dík'ózhi éi dashinalí. Tsé Nitsaa Deez'áhidéé' áyisii naashá. Shahastij éi Steven Bruce Whitstone wolyé. Dįį' niha'alchini. Alqajį' naagháhígii, t'áá éi t'éiyá chik'ééh nilį, áádóó ashüiké tált'é. Kót'éego asdzáni nishłį.

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Michelle has taught various grades, full-immersion, partial immersion Diné in Rock Point, Arizona – 1999 – 2010.