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## *JCACCS Special Issue, Summer 2018*

### *Contributors*

**Avril Aitken** is a professor at the School of Education of Bishop's University. As a settler scholar and teacher educator, she is interested in understanding how future educators can be prepared to promote equity and justice through their teaching. In relation to this, her research looks at the significance of pre-service teachers' understandings of themselves, others, and the possibilities for change.

**Ralph Buck** is an associate professor and the head of Dance Studies at the University of Auckland. He is an award-winning teacher and academic leader. Ralph has collaborated with UNESCO in raising the profile of Arts Education globally. Ralph is a principal investigator with the Centre for Brain Research and sits on several international editorial boards.

**Kathy Browning** is an art educator and artist, educated at the University of Toronto (BEd, PhD), York University (MFA), and the University of Manitoba (BFA Honours). She has taught Visual Arts and Technology at the elementary, secondary and university levels, and currently teaches in the Faculty of Education, Laurentian University. Kathy has had photography exhibitions for over forty years and has shown work in all art media in Canada and the United States.

**Annemarie Cuculiza Brunke** is a Peruvian educator and communicator. She holds a master's degree in Education and Society from McGill University. Her background in music influences her work and notions about creativity as a thread that connects different disciplines. She has designed various programs for social and emotional learning in schools, for the Ministry of Health of Peru and other organizations, and has recently begun teaching at La Universidad Peruana de Ciencias Aplicadas (UPC; [capacuc@upc.edu.pe](mailto:capacuc@upc.edu.pe)).

**Margaret Dobson** received a PhD from McGill University in 2015. Returning to her alma mater to investigate the educational hunches she intuited while teaching high school French and English and while serving as an educational leader in Ontario and Quebec schools, she delved into the question of identity. Based on her research, she now sees artistic expression as a rite of passage for self discovery. Her interests include poetic inquiry, arts-informed perspectives and creative writing.

**Towani Duchscher** is a doctoral candidate in the Werklund School of Education at the University of Calgary, specializing in Curriculum and Learning. As a poet and dancer, she is currently using the arts-based practices of dance and poetry to engage students in expressing the somatic lessons they have learned from the hidden curriculum of public schooling.

**Maria Ezcurra** (MFA, PhD in Art Education) is an artist and educator working as Art Facilitator at the McGill Art Hive Initiative and in the P. Lantz Artist-in-Residency Program in the Faculty of Education. Maria has participated in numerous exhibitions and public art projects in Canada and internationally. Her areas of research interest are research-creation, participatory visual methods, collaborative art practices, feminist art education, dress and textiles, gender-based violence, identity and immigration.

**Momina Khan** is a PhD Candidate in the College of Education, University of Saskatchewan. Her research explores her four children's experiences with the Canadian curriculum from the positioning of a minority parent. Through sharing her poetry, personal lived experiences and her children's experiences with a Eurocentric curriculum, she challenges the dominant institutional narrative to enact change. Her article "Oh Canada, Whose Home and Native Land?" received the 2017 CACS Outstanding Publication Award in Canadian Curriculum Studies.

**Jodi Latremouille** is a doctoral candidate in Educational Research at the Werklund School of Education, University of Calgary, and a sessional instructor in the Master of Education program at Thompson Rivers University. Her research interests include ecological pedagogy, social and environmental justice, life writing and poetic inquiry.

**Carl Leggo** is a poet and professor in the Faculty of Education at the University of British Columbia. He has published eighteen books of poetry and scholarship, including *Sailing in a Concrete Boat*, *Arts-based and Contemplative Practices in Research and Teaching: Honoring Presence* (co-edited with Susan Walsh and Barbara Bickel); and *Poetic Inquiry: Enchantment of Place* (co-edited with Pauline Sameshima, Alexandra Fidyk and Kedrick James). He daily seeks to know the heart of living poetically.

**Michael Lockett** is an assistant professor and curriculum theorist at Michigan State University's Hub for Innovation and Department of Writing, Rhetoric and American Cultures. He studies metaphor and analogical thought. His work can be found in *Alternative Offender Rehabilitation and Social Justice*, *Changing English*, *PRISM International*, *Arc* and *Prairie Fire*.

**Brittany Harker Martin**, PhD, is a writer and thought leader at the intersection of leadership, learning and the arts. She teaches courses on educational leadership, design thinking, arts education and arts integration. Her collaborations include Stanfords Gardner Centre, Harvard's Leadership Institute, the Rozsa Foundation, the Royal Conservatory, and more. Dr. Martin has been invited to speak around the world on her theories of social empowerment, on the artistry of instructional design, and on arts-based inquiry.

**Mitchell McLarnon** is a gardener, beekeeper, project manager, course lecturer and PhD candidate at McGill University. He is also a sessional faculty member at Bishop's University and the University of Cape Breton. He is on the executive council for the Canadian Association of Curriculum Studies and is on the editorial board of *Pathways: The Ontario Journal of Outdoor Education*. His research interests include gender (masculinities), social justice, homelessness, participatory and arts-based educational research methodologies, and democratic and environmental education.

**Claudia Mitchell**, PhD, FRSC, is a James McGill Professor at McGill University and the director of the Institute of Human Development and Well-Being. Her research addresses work in schools with teachers and young people, particularly in the context of gender, HIV and AIDS, girlhood studies, participatory visual methodologies and community-based research. She is the author of numerous books in the area of participatory visual methodologies, and is the Editor-in-Chief of *Girlhood Studies: An Interdisciplinary Journal*.

**Tamara Pearl** is a PhD candidate in Philosophy of Education at Simon Fraser University's Faculty of Education. She works as a psychotherapist in private practice and is an adjunct faculty member at Adler University in the Masters of Counselling Psychology and Art Therapy department. Her research focuses on healing responses to wrongdoing and wounding. Her doctoral fieldwork is conducted at Kwikwexwelhp Healing Village, a minimum security prison in British Columbia, Canada.

**Erin Quinn, Stephanie Bartlett, Laurie Alisat, Sandra McNeil** and **Kim Miner** are educators in Calgary, Canada. They are participants and facilitators of Design the Shift, and in that program have researched much that inspires them: educators who find openness in the topics that they are entrusted to uncover; the moments when teachers and students stop, breathe, and listen together; people engaging deeply in their learning, creating solutions to arising problems; and the essential role of curriculum encounters in the awakening of new possibilities.

**Anar Rajabali** is a teacher, poet and researcher in language and literacy education. Her arts-based dissertation, *(Re)turning to the Poetic I/Eye: Towards a Literacy of Light*, is a personal and pedagogical study into the kinship between poetry and spiritual expression, and was the recipient of the 2018 ARTS PhD Graduate Award of CACS/CSSE. She is the founder of Pearl Learning: English Language Education Centre and dabbles in songwriting with a growing collection of intimate songs.

**Rachel Rhoades** is a doctoral candidate in Curriculum Studies and Teacher Development at University of Toronto, Ontario Institute for Studies in Education with a Critical Studies in Curriculum and Pedagogy emphasis. Her current doctoral study is entitled *Confronting Racism & Neoliberalism with Collaborative Action Research & Ethnodrama*. She is interested in the negotiation of urban youth identities with relation to resistance and political participation as constructed through face-to-face original theatrical devising and within intercultural digital artistic dialogue.

**Anita Sinner**, as an artist, researcher, teacher, and faculty member of Concordia University, brings transdisciplinary perspectives to research involving qualitative approaches to the study of curriculum, and to social and cultural issues in education. Her research interests include arts research, a/r/tography, arts-based pedagogies, international art education, history of education, material culture, life writing, social fiction, spatial design of classrooms, curriculum theory, sociology of education, community art education, and pre-service and in-service teacher education.

**Sheryl Smith-Gilman**, PhD, is a faculty lecturer and Assistant Director of Undergraduate Teacher Education Programs in the Department of Integrated Studies in Education at McGill University. Her interests include teacher education, early childhood pedagogy, and children's development of cultural identity and meaning-making through arts-based approaches. Sheryl is an early childhood consultant and has served as a member of the Kindergarten Provincial Committee for Minority Languages for the Quebec Ministry of Education.

**Barbara Snook**, PhD, is both a professional teaching fellow and a professional research fellow at the University of Auckland. Barbara was the Caroline Plummer Fellow in Community Dance at the University of Otago in 2008 and the recipient of an Osmotherly Award for services to Dance Education in Queensland, Australia in 2008. Her research investigates arts integration.

**Teresa Strong-Wilson** is an associate professor in the Faculty of Education at McGill University and the editor-in-chief of the McGill Journal of Education. She is interested in memory, literacy/ies, stories, teachers, early childhood and social justice education. She has published several books including *Bringing Memory Forward: Storied Remembrance in Social Justice Education with Teachers* and *Productive Remembering and Social Agency* (with Claudia Mitchell, Susann Allnutt and Kathleen Pithouse-Morgan), and has recent articles in the *Journal of Curriculum Studies and Educational Theory*.

**Gabriel Wong** is a graphic designer and educator. He received his master's degree in Environmental Art from Aalto University in Helsinki, Finland and currently teaches at Emily Carr University of Art and Design in Vancouver, Canada. He is interested in the visual representation of value systems. His work can be found at gabewong.com.