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Author Biographies

Alaa Azan earned an MA in Education from Ottawa University, where she conducted her thesis on the lived experiences of high school students and their parents with online math tutoring services in Ontario. She has held roles in not-for-profit and government-based educational institutions, serving as an Education Researcher, Curriculum Developer/Instructional Designer, and Program Officer. Currently, she works as a Training, Design, and Development Officer at Canada Post. Her research focuses on students' lived experiences within educational institutions.

Amanda Battistuzzi is a PhD candidate in the Faculty of Education, University of Ottawa, where she also completed a Master of Education, focusing on second language education. She is a proud additional language learner and Core French teacher whose teaching experiences span all elementary level grades. Her doctoral research explores language teacher identity development and second language learning experiences.

Artëm Ingmar Benediktsson holds a PhD in Educational Sciences from the University of Iceland. He is currently a Postdoctoral Researcher at the Faculty of Teacher Education and Pedagogy, Inland Norway University of Applied Sciences. His ongoing research investigates topics such as multicultural education, critical multiculturalism, experiential education, second language education, and culturally sustaining pedagogy at all school levels in Denmark, Iceland, and Norway. His teaching experience at the university level spans courses related to multiculturalism, plurilingualism, and globalisation in educational settings.

Carolyn Clarke, PhD, is an Assistant Professor of Education at St. Francis Xavier University, Antigonish, Nova Scotia, Canada. Throughout a career that spans over 30 years, Carolyn has held various positions in the public school system including classroom teacher, principal, and senior leadership. Her research interests include critical literacy, homework, assessment, the work of female caregivers in supporting their children's education, and students' voices in schools.

Thomas Falkenberg is Professor in the Faculty of Education at the University of Manitoba. He is the editor or co-editor of a number of books, including the *Handbook of Canadian Research in Initial Teacher Education* (CATE, 2015) and *Well-Being and Well-Becoming in Schools* (UTP, 2024). He is the current Chair of the Editorial Board of the ESWB Press of the University of Manitoba (www.ESWB-Press.org) and a member of the Research Initiative *Well-Being and Well-Becoming in Schools in Canada* (<https://wellbeinginschools.ca>). More details about his research and academic background can be gleaned from www.ThomasFalkenberg.ca.

Rebeca Heringer (PhD) is an Assistant Professor in the Department of Child and Youth Study at Mount Saint Vincent University. Her main academic teaching and research expertise revolves around (forced) migrations and subsequent exclusions, oppressions, and inequities in education;

anti-racism and inclusive education; education as/for/through well-being; philosophical foundations of education; and research ethics/anti-oppressive research methodologies.

As a speaker of English, French, Japanese, Spanish and rudimentary Anishinaabemowin, **Mimi Masson** translated her passion for languages and cultures into a career in additional language teaching. She has worked as a teacher, trainer and curriculum developer in Japan and Canada, across K-12 and higher education contexts. Mimi is an Assistant Professor at the Faculty of Education at the *Université de Sherbrooke*. Her research focuses on language teacher identity development via anti-oppressive and antiracist education. She specializes in using critical discourse analysis and arts-based research methodologies.

M. Shaun Murphy, PhD, is based in the Department of Educational Foundations and serves as Associate Dean Undergraduate Programs, Partnerships, and Research in the College of Education at the University of Saskatchewan. His work examines teacher education, curriculum, narrative inquiry, and the lives of children and youth.

Heather Phipps, PhD, is Associate Professor of Minority Language Education (French) in the Faculty of Education at the University of Regina (Treaty 4) and coordinator of the French *Maîtrise en éducation*. Her research and teaching interests are in languages and literacies, children's literature, plurilingualism, arts education, walking and place-based pedagogies. She is inspired by the potential for joyful and creative pedagogies and research to open possibilities by fostering a deeper understanding of the world and our relationships with one another and with the more-than-human world.

María J. Pighini is a retired faculty member with the University of British Columbia (UBC) Faculty of Education. Dr Pighini served as a cohort advisor in the Master of Education (MEd) program with the online cohorts and as a 12-month lecturer in the Diploma and Certificate programs in Early Childhood Education between 2011 and 2022. Previous experiences include professional work in infant-toddler and early childhood support programs in her home city of Caracas, Venezuela and in Vancouver, BC, Canada, as well as holding a research coordinator position for a large interdisciplinary project based at UBC. Mari's research interests focus on disability and inclusion in early childhood settings, as well as the experiences of families with children with disabilities in urban and rural communities in BC, Canada.

Stavros Georgios Stavrou, PhD, works in the Department of Educational Foundations and the Department of Mathematics & Statistics at the University of Saskatchewan. His work resides in the areas of narrative inquiry, teacher education, anti-racism education, and multilinear algebra.