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Author Biographies

Peter Cole, PhD, is of *St'át'imc* and Celtic heritage. He is an Associate Professor, Indigenous, Ecojustice and Sustainability Education, in the Department of Curriculum & Pedagogy at the University of British Columbia. His scholarship centres on ecojustice literacies, post-capitalist pedagogies, climate change, Indigenous research protocols, narrativity, and orality. His current research in the upper Peruvian Amazon and Celtic lands explores Indigenous-tribal land-based ecotechnological literacies in the interest of planetary survival.

Andrea Fraser, PhD, is an Assistant Professor of Education at Mount Saint Vincent University in Halifax, Nova Scotia, Canada. Andrea has worked in K-12 education for over 20 years, holding various positions that include classroom teacher, interventionist, curriculum consultant, and coordinator of learning supports. Her research interests include reading acquisition and development, reader identity, pre-service and in-service teacher knowledge and beliefs, and literacy pedagogy.

Cher Hill is a teacher-educator and an assistant professor in the Faculty of Education at Simon Fraser University. She is deeply invested in researching educative experiences that contribute to more connected, thriving, and just communities. Cher is a passionate supporter of relational, land-centred, and community-based educational initiatives. Inspired by the teachings of her mentors, she has recently begun to explore her Finnish ancestral roots and traditional earthly practices.

Laurie Hill is an Associate Professor Emerita, Education, at St. Mary's University. She is passionate about teacher education: program contexts, preservice teacher professional identity, and especially the way in which field experiences shape how preservice teachers understand their emerging practice. She is also interested in reflective and collaborative practitioner inquiries that take up the ways in which preservice teachers and teacher educators experience issues and practices related to social justice, diversity, and equity.

Alana Ireland, PhD, is an Associate Professor and Registered Psychologist whose research focuses on wellness and weight-related issues such as obesity, eating disorders, body image, and weight stigma with a foundation in prevention and health promotion in school contexts. Her research has emphasized the importance of interdisciplinarity and translating findings from research into practice.

Kau'i Keliipio is a Kanaka 'Oiwi wahine whose ancestral home is Moananuiākea, the vast Pacific. She is a Simon Fraser University, Faculty of Education graduate student. She has been employed and served as a Pre-K-12 teacher, administrator of an Indigenous-controlled school, Early Childhood Education college instructor, coordinator of teacher education programs serving Indigenous communities and rural school districts, and an associate director of a teacher education program.

Vicki Kelly is Anishinaabe/Métis scholar/educator/artist in the Faculty of Education at Simon Fraser University. She works in the areas of Indigenous Education as well as Art, Ecological, Health/Wellness, and Contemplative Education. Her research focuses are: Indigenous knowledges, pedagogies as well as cultural practices and their resurgence. As an artist, she plays the Native American Flute, and is a visual artist, carver, and writer.

Jennifer Mitton, PhD, is a professor of secondary literacy and qualitative research methods in the Faculty of Education at St. Francis Xavier University in Nova Scotia. Prior to university teaching, she taught in secondary schools in New Brunswick, Nova Scotia, and Turkey. Her research interests include adolescent literacies, pre-service teachers and early career teachers, and teacher pedagogy related to culturally responsive beliefs and instruction.

Matthew Ngo is a PhD candidate in the Faculty of Education, St. Francis Xavier University, in Nova Scotia, Canada, where he also completed a Master of Education in Educational Leadership and Policy and a Master of Education in Curriculum and Instruction. He also defended a Masters-level thesis in 2023. As a public-school educator of 15 years, he presently teaches high school sciences with the Halifax Regional Centre for Education. His research interests include grit, mindsets, ideology, and reinforcing and sustaining teachers' lifelong learning through the use of reflective and reflexive practices.

Emily Pope, MEd, is an elementary school principal in Ottawa. She is currently working on her PhD through Lakehead University. Prior to becoming a principal, she worked as a teacher in Nunavut for 6 years. Her research interests include mathematics education and Inuit students.

Paula Rosehart is a lecturer in the Faculty of Education at Simon Fraser University. Her pedagogy and scholarship focus on fostering (w)holistic ways of being, knowing, learning, relating, and teaching within educational spaces. She is dedicated to re-imagining educational environments to nurture the spirit, emotions, body, and mind of teachers and learners; co-creating intentional learning spaces that foster a relational alchemy that honours diversity, awakens aesthetic forms of representation, and invites people to nurture their gifts.

Awneet Sivia is the Associate Vice President of Teaching and Learning at the University of the Fraser Valley. She has worked in K-12 education (secondary) and teacher education at several institutions. Awneet's scholarship focuses on social justice and diversity education, educational leadership, science education, self-study research, and recently, social innovation and early career faculty development. She values identity-centric pedagogies and curricula that help nurture the human spirit and foster learner engagement.

Sarah Twomey is currently Dean of Education, Trent School of Education and Professional Learning. Her research interests include Peace Education, Teacher Education, Literacy and Feminist Post Colonial approaches to race and justice.

Hui (Shelley) Xu is a PhD candidate in the Faculty of Education at the University of Regina. Her area of primary research interest is intercultural communication and competence of cross-cultural migrants functioning in a second or additional language. Hui possesses a rich academic background, having completed a master's degree in applied linguistics at Northwest University in China and an MEd at Queen's University in Canada. This foundation, together with many years of experience teaching English language learners, gives her a unique research perspective.