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Author Biographies

Adeola S. Amos is currently pursuing a Master's degree in Teaching, Learning, and Leadership at the Faculty of Education, University of Regina. She previously earned a Master's in Innovation in Teaching and Learning from the University of South Wales, where her research focused on the effective use of Information and Communication Technology (ICT) in teaching English Language in Nigeria. At the University of Regina, her current research explores leadership roles and critical education policies in early childhood education. Adeola also serves as a supervisor at an early learning center, where she is actively engaged in understanding and enhancing leadership practices within early education settings.

Marcella R. J. Bollers was born in Toronto and is of African Guyanese descent. She lived part of her early childhood in Regent Park which historically has been a racialized under-resourced community in Toronto undergone gentrification. After her family experienced a racist attack, she later moved to the east end to what is now known as the Upper Beaches. In 2023 she graduated with her Master of Social Work from the Factor-Inwentash Faculty of Social Work at the University of Toronto where she specialized in Social Justice and Diversity.

Will Burton is a lecturer in social and environmental education at the University of Winnipeg. He spent a decade as a classroom teacher and school leader at the Early and Senior Years level in Winnipeg, working in traditional and alternative programs, predominately advocating for and practicing project-based learning approaches to teaching and learning. He remains involved in the K-12 system, most recently through action research projects. Will's research is currently focused on place-based education theory and practice, climate change education in the kindergarten to post-secondary system in Manitoba. Will is currently a PhD candidate in Educational Studies at Lakehead University.

Dr. Ardavan Eizadirad (@DrEizadirad) is an Assistant Professor in the Faculty of Education at Wilfrid Laurier University. He is the author of *Decolonizing Educational Assessment: Ontario Elementary Schools and the EQAO* (2019) and co-editor of *The Power of Oral Culture in Education: Theorizing Proverbs, Idioms, and Folklore Tales* (2023 with Dr. Njoki Wane), and *Enacting Anti-racism and Activist Pedagogies in Teacher Education: Canadian Perspectives* (2023 with Drs. Zuhra Abawi & Andrew Campbell). Dr. Eizadirad is also the founder and Director of EDication Consulting (www.EDication.org) offering equity, diversity, and inclusion training to organizations.

Maria Fjærestad holds a master's degree in mathematics education from Oslo Metropolitan University. She is currently a school teacher in Moss, Norway. Her professional interests focus on integrating digital tools to enhance the teaching and learning of mathematics. In particular, she is interested in exploring how digital tools can be used effectively in the classroom to deepen students' understanding and to cultivate their sense of achievement. Through her research, she also seeks to inspire other teachers to recognize the relevance of mathematics in an increasingly digital world.

Michael Link is an associate professor in the Faculty of Education at the University of Winnipeg. His research explores nature-based approaches that support student well-being and the transition to a just and sustainable future. Prior to his service as a teacher educator and researcher, Mike taught for 13 years in elementary schools in Abbotsford and Surrey, British Columbia.

Jane P. Preston has been a middle school teacher in Canada, Taiwan, and Kuwait, and an Associate Professor at the University of Prince Edward Island, Canada. Currently, she is an Adjunct Professor at the University of Prince Edward Island. Her research topics include educational leadership, Indigenous issues, parent involvement in schools, rural education, and international education. Primarily specializing in qualitative research, she commonly uses research designs such as case study, phenomenology, and narrative inquiry.

Dr. Donna H. Swapp is an Assistant Professor, Educational Leadership, at the Faculty of Education, University of Regina. Her research interests and teaching are in the areas of school leadership, including the work and wellbeing of school leaders, critical education policy analysis, social justice leadership, and decolonizing educational leadership. Donna draws on postcolonial, decolonial, and other critical frameworks in her scholarship, including in her latest research project exploring the work and wellbeing of Black school leaders in Canada, Grenada, and Jamaica, funded by the Spencer Foundation.

Constantinos Xenofontos is a professor of mathematics education at Oslo Metropolitan University in Norway. He has previously held academic positions in the UK and Cyprus. His research focuses on the sociocultural and sociopolitical dimensions of mathematics education, with particular attention to mathematics teachers at various school levels and career stages. Specifically, he investigates how cultural, social, and political factors shape teachers' beliefs and knowledge, influencing their mathematical practices. Additionally, his work explores the mathematical identities of learners from traditionally marginalized groups.