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### **Author Biographies**

**Dr. Robinder (Rob) P. Bedi** is a Professor of Counselling Psychology at the University of British Columbia. His primary research interests include multicultural/cross-cultural/international counselling and psychotherapy, and professional issues in Canadian counselling psychology. He is becoming more interested in investigating political/ideological bias and diversity within counselling psychology. Dr. Bedi also maintains a small independent general mental health counselling practice.

**Frank Deer** works in the Faculty of Education of the University of Manitoba. Frank is Kanienkeha'ka from Kahnawake, a community that lies just south of Tiotia'ke in the eastern region of the Rotinonshón:ni Confederacy. Frank earned a PhD in Educational Administration from the University of Saskatchewan. Frank studies Indigenous education and Indigenous religious and spiritual orientations. Frank has previously served as a classroom teacher in Northern Manitoba and in the Inner City of Winnipeg.

**Teresa D. Maynes** is an Assistant Professor of Psychology at St. Mary's University in Calgary, Alberta. At the time of writing, she was completing her PhD in Counselling Psychology at the University of British Columbia. Her research focuses on promoting and sustaining long-term recovery from substance use disorders, including the vocational, relational, and spiritual supports that foster recovery.

**Trevor Norris** is a Professor in the Department of Educational Studies at Brock University. His research occurs at the intersection of education, politics and philosophy, and examines populism, neoliberalism, civics, and democracy, with a specific focus on the political and pedagogical implications of consumerism. He is an author, editor or coauthor of several books. A prominent advocate for the public function of education in a democratic society, his work has appeared in many scholarly journals and popular publications such as the *Literary Review of Canada* and *The Conversation*. He is editor-in-chief of *Philosophical Inquiry in Education* and Director of the Posthumanism Research Institute. His work is translated into several languages, including Japanese, French, Polish, Farsi, Spanish, Turkish and Mandarin.

**Patrick Richards** is a lifelong educator and recent doctoral graduate from the University of Saskatchewan. Previously, he had completed a Master of Education and a Master of International Studies. Currently teaching high school and lecturing in rural Saskatchewan, Patrick is also furthering his research in critical pedagogy and the role of the teacher as an ally. He is proud of his work in this domain, where he volunteers and promotes Indigenous education for non-Indigenous educators.

**Jaclyn Roach** is a cis, white, heterosexual settler educator teaching at the University of Regina and SUNTEP. As a sessional instructor and M.Ed. student researching trauma-informed pedagogy, she works alongside teacher candidates to imagine what schools could become when we challenge existing systems and centre relational pedagogies. Her teaching and scholarship are rooted in care, justice, and possibility, grounded in the belief that classrooms can be gentler, braver, and more human. She is committed to helping future educators build learning spaces that move beyond what school is and toward what it could be.

**Elizabeth Suazo-Flores** is an assistant professor at the University of North Dakota, teaching mathematics methods courses for elementary and secondary pre-service and in-service teachers. Her research uses socioecological and narrative research approaches to position students, teachers, mathematics teacher educators and researchers as knowledgeable and becoming. Elizabeth enjoys learning about people's ways of knowing and building from them to create activities that allow teachers, families, and students to see themselves as doers of mathematics and stewards of their local and global contexts.

**Elizabeth Szymanski** is a post-secondary educator and doctoral researcher whose work explores the intersections of narrative inquiry, teacher education, and socio-emotional learning. She has over three years of teaching experience at St. Clair College in Windsor, Ontario, where she is committed to fostering inclusive, student-centred learning grounded in critical reflection. She is currently pursuing her PhD, in which her research hopes to contribute to a deeper understanding of how reflective inquiry supports transformative educational spaces. Elizabeth's research interests focus on educators' lived experiences, identity development, and critical approaches to curriculum design.