

AUTHOR BIOGRAPHY

Richard C. Mitchell is an Associate Professor in the Child and Youth Studies Department of Brock University, Ontario, Canada, and holds a Ph.D. in Sociology and Social Policy from the University of Stirling, Scotland. He has written theoretically and empirically on the United Nations Convention on the Rights of the Child across the social sciences concerned with both individual children and the nature of contemporary childhoods. He is loving partner to Shannon, and doting father to Finn and Siobhán.

Shannon A. Moore is Director of Women's Studies and an Associate Professor in the Dept. of Child and Youth Studies at Brock University, Ontario, Canada. Shannon holds a Ph.D. in Counselling Psychology and her scholarship emphasises community-based implementation of UN human rights and justice instruments. Guided by a standpoint in critical pedagogy, Shannon integrates feminist and indigenous epistemologies with emphasis on transformational justice. As a clinical counsellor, Dr. Moore has practiced within educational, social service, mental health and correctional service contexts in Canada and the UK.

Wangbei Ye is a lecturer in the department of politics, at the East China Normal University. She teaches undergraduate and graduate students majoring in Ideology and Politics Education. She has published articles and presented papers in the fields of citizenship education and politics of curriculum studies. She received her Bachelor of Arts degree from Beijing Normal University and her Doctor of Philosophy degree from the University of Hong Kong.

Sandra J. Wolf is an Assistant Professor in the Faculty of Education at Lakehead University. She currently teaches courses within the Aboriginal Honours Bachelor of Education program and Aboriginal-perspective graduate classes. Sandra has been a classroom teacher and educational program administrator for Native children and adults for over thirty years.

Emery Hyslop-Margison is a Professor in the Faculty of Education at the University of New Brunswick, Fredericton, Canada. He has published extensively in the areas of critical work studies and philosophy of education. His forthcoming text, *Capitalism, Post Neo-liberalism and Revolutionary Pedagogies*, explores the effects of current economic trends on education and considers how teachers might resist their undemocratic impact.

Josephine L. Savarese is an Associate Professor in the Department of Criminology and Criminal Justice, St. Thomas University, Fredericton, New Brunswick. She has published in a variety of legal and social science journals. Her research focuses on criminal law, the Charter of Rights and Freedoms as well as sentencing and Aboriginal justice.

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Gaysu R Arvind is Professor in Elementary and Social Education in Department of Education at University of Delhi. Her academic and research interests include study of the marginalized, cultural studies, understanding indigenous knowledge systems, pedagogy of sciences and cognitive psychology. She was the Post-Doctoral Commonwealth Fellow at the University of Manchester and Post-Doctoral UGC Research Fellow at the University of Delhi. Her works has been published in the *Journal of Cultural Historical Psychology*, *International Journal of Social Science*, *Journal of Research in Rural Education*, *Psicologia and Sociedade*, *Perspectives in Education* and also appear as chapters in *Routledge Handbook of Asian Education* and various other international books.

Keith Heggart has been an educator for more than a decade, working in independent, systemic and public schools in both the United Kingdom and Australia. During that time, he has worked as a Senior Leader in two schools, and started his doctoral studies, which are focused on popular education inspired approaches to civics and citizenship education in the Australian context. Keith is a firm believer that schools have a social purpose, and as such, must be greenhouses for the flowering of democracy and social justice, and that this should be the primary aim of educational systems. To this end, Keith has written widely on education from a critical theory perspective, and trialled a number of different programs in schools aimed at improving equality within the school context.

Lee Jerome is Principal Lecturer in Education at London Metropolitan University, where he manages the secondary initial teacher education programme and also contributes to the MA Education course. His research interests are related to citizenship education and the relationship between history and citizenship. Before working in universities he taught history and sociology in secondary schools in London.

Hugh Starkey is Reader of Education at the Institute of Education, University of London, and founding co-director of the International Centre for Education for Democratic Citizenship. He is programme leader for online MA in citizenship and history education by distance learning. He has acted as a consultant on language teaching and on human rights education for the Council of Europe, UNESCO, European Commission and the British Council. He is co-author with Audrey Osler of *Teachers and Human Rights Education* (Trentham Books, 2010).

Sam Mejias is a researcher at the Institute of Education, University of London specializing in the fields of human rights education and international educational development. He has worked as a project manager and curriculum specialist for human rights NGOs in the United States and England for the past decade and is currently completing doctoral research on Amnesty International's global education programs.

Helen Trivers recently completed a Masters in Citizenship Education at the Institute of Education. She began her career as a teacher through the Teach First

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programme and went on to work in the area of citizenship education and human rights education for organisations including Amnesty International and the British Institute of Human Rights. She is currently a teacher in a primary school in London.

P. L. Thomas, Associate Professor of Education (Furman University, Greenville SC), taught high school English in rural South Carolina before moving to teacher education. He is currently a column editor for *English Journal* (National Council of Teachers of English) and series editor for *Critical Literacy Teaching Series: Challenging Authors and Genres* (Sense Publishers). Follow his work at <http://wrestlingwithwriting.blogspot.com/> and @plthomasEdD.

May Al-Fartousi is a PhD. Candidate at Brock University. She worked as an instructor at the elementary and postsecondary levels in the Middle East as well as in Canada. Her research interests include: diversity issues in schools, Islamic studies, disability and culture. Her doctoral dissertation addresses various cultural and religious aspects pertaining to female Shi'i-Muslim Canadian students wearing hijab within the context of homogeneous public elementary schools.

Dolana Mogadime, Ph.D., is an Associate Professor in the Faculty of Education at Brock University, Ontario, Canada. From 2005- to the present she served on the Executive of the Canadian Association for the Study of Women in Education (CASWE) as President-Elect, President and Past-President and the Equity Issues Representative. She has published her research in international journals such as *The International Journal of Diversity in Organisations, Communities and Nations*; *Urban Education*; *Journal of Black Studies*; *Canadian Women's Studies*; *Canadian feminist anthologies* as well as *Canadian anthologies on Black feminisms*.