

Contributing Authors

Robin Barrow was educated at Westminster School and Christ Church, Oxford. He was Reader in Philosophy of Education at the University of Leicester, UK, before moving as Professor to Simon Fraser University, where for ten years he was also Dean of Education. The author of numerous books and articles in the fields of classics, philosophy and education, he was elected a Fellow of the Royal Society of Canada in 1996.

Melissa Hagen is a classroom teacher in Toronto, Ontario, and a doctoral student at the Ontario Institute for Studies in Education at the University of Toronto. She has taught in public and private schools in Canada and the United States and has also worked as a school reform consultant. She completed her university preparation at Simon Fraser University in British Columbia and holds a master's degree from Teachers College, Columbia University.

Laura Elizabeth Pinto is Ph. D. candidate at the Ontario Institute for Studies in Education at the University of Toronto, past president of the Ontario Business Educators' Association, and former teacher and policy analyst. Her academic research and publications focus on educational policy formulation, democracy, and critical thinking.

Teresa C. Placha has been a full-time classroom teacher for fifteen years and is presently a Dramatic Arts and English high school teacher in Toronto, Canada. She is also a part-time instructor in the University of Ontario's Faculty of Education program. She is currently completing her masters' thesis in the Philosophy of Education Department at the Ontario Institute for Studies in Education, University of Toronto. In 2005, she presented papers on the topic of democratic teaching in the dramatic arts classroom at both the AERA and AESA conferences.

Jason M. C. Price is a former K-12 teacher, school administrator, alternative school founder, and international development executive. Presently, he is an Assistant Professor in the Department of Curriculum and Instruction of the Faculty of Education at the University of Victoria, Victoria, British Columbia, Canada.

Cindy Rottmann is a Ph.D. student in Educational Administration at the Ontario Institute for Studies in Education, University of Toronto, and a former secondary school mathematics teacher. She is currently co-editing a special “leadership for social justice” issue of the *Journal of Educational Administration and Foundations* with Professor Jim Ryan. Forthcoming publications include: “Queering Educational Leadership from the Inside Out” in *International Journal of Leadership in Education* and “Leadership and Change for Social Justice: Mapping the Conceptual Terrain” in *Journal of Educational Administration and Foundations*.

Marlene Ruck Simmonds is an Assistant Professor at Mount Saint Vincent University in Halifax, Nova Scotia. She has attained undergraduate degrees in the Arts, Child Study and Education and subsequently attained masters’ level training in School Psychology and Literacy. She has worked in the field of education in a variety of professional capacities including classroom teacher, school psychologist, resource/learning center teacher and administrator. She is presently completing her doctorate in Educational Administration. Her research interests include African Canadian leadership, social justice spirituality, and leadership as a spiritual endeavor.