

Adrienne Sansom, Ph.D., New Zealand. Adrienne is a senior lecturer in dance and drama for early childhood and primary teacher education at the Faculty of Education and Social Work, The University of Auckland. Adrienne's pedagogy and, thus, philosophical beliefs are strongly embedded in early childhood education principles and practices. Her academic interests include exploring the concept of social democracy, social justice, and social change through the arts, specifically through dance and drama, and her research and writing focus on the body and embodied knowing in education as well as the arts in education, critical pedagogy, and cultural studies. She served as the Chair of Dance and the Child International (2012–2015) following her time on the Executive Board from 2006.

Diti Hill-Denee, New Zealand. Diti recently retired as Senior Lecturer in the Faculty of Education and Social Work at the University of Auckland where she taught undergraduate and postgraduate early childhood students. She continues to be involved in the Faculty as Honorary Research Fellow and is involved in research and writing that addresses the ethical, political, and cultural aspects of early childhood education and care. She is currently on the national executive of OMEP Aotearoa New Zealand (part of the World Early Childhood Organization). She is the national representative for New Zealand on ARNEC (Asia-Pacific Regional Early Childhood Network) and is also a trustee of REANZ (Reggio Emilia Aotearoa New Zealand).

Revital Zilonka, Israel. Revital holds a Ph.D. in Cultural Foundations from University of North Carolina at Greensboro (UNCG). Her research interests include social dis/connectedness, connectedness in education, critical communities, identity, critical pedagogy, feminist pedagogy, and social justice education. She has earned her B.Ed. in Social Justice Education in Kibbutzim College of Education in Tel-Aviv, Israel; and a M.Ed. in Bilingual Education from Boise State University. Currently she is a visiting scholar at the School of Education at Boise State University, where she teaches cultural diversity, inclusion, and equity in education.

Xiuying “Sophy” Cai, China. Sophy got her Ph.D. in Educational Policy Studies from the University of Illinois at Urbana-Champaign with graduate minors in Gender and Women's Studies & Women and

Gender in Global Perspectives. Her research examines philosophies, policies, pedagogies, and programs in higher education seeking to address the global challenges of poverty, especially women living in extreme forms of poverty. She currently works at Xiamen University, Xiamen, China.

Nancy Carvajal Medina, Colombia. Nancy holds a Ph.D. in Cultural Studies and Social Thought in Education from Washington State University. She self-identifies as a human being under construction. She is grateful to her parents and the almighty for challenges faced and opportunities given. She is an EFL pre-service teacher at Universidad Pedagógica y Tecnológica de Colombia. She holds an M.A. in Language Teaching. She is the founder and director of the research group “Knowledge in Action.” Her philosophy of life, community work, and research processes are aligned with indigenous and Chicana-Latina notions of reciprocity, respect, and healing. Fulbright Scholar 2013. necmedina05@gmail.com

Ga Young Chung, South Korea. Ga Young is a Ph.D. candidate in Education Policy Studies with a minor in Asian American studies at the University of Illinois at Urbana-Champaign. Her dissertation investigates the current U.S. immigration system and its impact on undocumented Korean youth. Her writing has appeared in the journals *Harvard Journal of Asian American Policy Review*, *Korea Journal*, and *Social Issues*, and the books *Multiethnic Korea?: Multiculturalism, Migration, and Peoplehood Diversity in Contemporary South Korea* (University of California Press) and *Reading Asia through Cultural Studies* (Tokyo: SericaShobo).

Angel Chan, Ph.D., New Zealand. Dr. Angel Chan is a lecturer at the Faculty of Education and Social Work, the University of Auckland, New Zealand. She has taught in diverse education settings, including early childhood, primary, secondary, and tertiary, in Hong Kong and New Zealand. Her teaching and research aim at promoting social justice and cohesion by supporting teachers to develop equitable and inclusive pedagogies to work with diverse families. Her research areas include: early childhood education, culture and identity, sociology of childhood, transnational parenting, critical multicultural education, and superdiversity in education settings.

Jenny Ritchie, Ph.D. New Zealand. Dr. Jenny Ritchie has been involved in the early childhood care and education sector since the 1970s as a childcare worker, kindergarten teacher, parent, teacher educator, education researcher, and grandparent. She is an Associate Professor in Te Puna Akopai, the School of Education, at Te Whare **Wānanga o te Ūpoko o te Ika a Māui**, Victoria University of Wellington, New Zealand. Her research and teaching focuses on social, cultural, and ecological justice in early childhood care and education.

Eeva Anttila, Ph.D., Finland. Eeva Anttila works as a professor of dance pedagogy at Theatre Academy of University of the Arts Helsinki, Finland, and leads the M.A. program for dance pedagogy. Her research interests include dialogical and critical dance pedagogy, embodied learning, embodied knowledge, social justice and equality in arts education, as well as practice-based/artistic research methods. She has published several articles and book chapters nationally and internationally, and is actively involved in national and international dance and arts education organizations and journals. She served as the Chair of Dance and the Child International (2009–2012).

Gerard M. Samuel, South Africa. Gerard M. Samuel (Ph.D.) is a Senior Lecturer at the University of Cape Town's Centre for Theatre, Dance and Performance Studies. He is the convener of Post Graduate Studies in Dance, editor of the South African Dance Journal, and Chair of Confluences Dance Conference. During the Apartheid era he performed with the NAPAC Ballet Company and The Playhouse Dance Company, until 2006. His notable choreographies include Prabhathi and The Man I Love. Gerard has produced Place of Grace, a dance film. He is an advocate of disability arts in South Africa and in Denmark.

Charlotte Svendler Nielsen, Denmark. Charlotte Svendler Nielsen, Ph.D., is Associate Professor and Head of Educational Studies at the Department of Nutrition, Exercise and Sports, research cluster "Embodiment, Learning and Social Change" at the University of Copenhagen. She is a collaborator of the Finnish strategic research project ArtsEqual 2015–2020. From 2013–2014 she co-lead the qualitative part of the Danish Ministry of Education's research project

“Learning through Movement.” From 2019 she will be co-chair of the European Observatories of Arts and Cultural Education linked to UNESCO. She has co-edited the Routledge book series on dance, young people, and change (2015 and 2018) and has been an executive board member of Dance and the Child International since 2009.

Cristina Dominguez, USA. Cristina Dominguez is a doctoral candidate in Educational Studies with a concentration in Cultural Studies at The University of North Carolina at Greensboro (UNCG) and serves as a graduate assistant in the department of Educational Leadership and Cultural Foundations. Cristina’s current research interests include: building and solidarity relationships across lines of difference, critical community building (Bettez, 2011), everyday relational social justice work, critical social justice pedagogies, and curricula in and beyond “traditional” educational spaces.

Amara Haydée Pérez, USA. Amara Haydée Pérez, M.S., is a Ph.D. candidate in the Educational Studies program at the University of North Carolina, Greensboro (UNCG). Her passion is to contribute to critical scholarship that serves to bridge the significant theory practice divide. Her extensive background in popular education methodology, community organizing, and participatory action research influences her interest in curriculum and applied critical theories as a means of institutional and social change. Her pedagogy and research focus are informed by an integrated theoretical framework that joins together critical theory, critical race theory, spatial theory, and the scholarship on the hidden curriculum.

Erin Lawrimore, USA. Erin Lawrimore has served as University Archivist at the University of North Carolina at Greensboro (UNCG) since 2011. In this role, she is responsible for collecting, preserving, and promoting the history of UNCG from its creation as the State Normal Industrial School in 1891 through today. She holds a bachelor’s degree in English from Duke University and a Master of Science in Information Studies from the University of Texas at Austin. She has been an active member of the Society of American Archivists since 2001 and is currently serving a three-year term on the organization’s council.

Sarah E. Colonna, USA. Sarah E. Colonna joined Grogan Residential College at the University of North Carolina at Greensboro (UNCG) in 2015 as the Associate Program Chair where she has both administrative and faculty roles. She holds a degree in nursing from the University of North Carolina at Wilmington, as well as a Master of Arts in Women's and Gender Studies and a Ph.D. in Educational Studies from the University of North Carolina at Greensboro. Working in Grogan College is a unique way to combine her professional and academic experiences. Her research interests include feminist thought and pedagogy, equity and diversity, leadership, and young adult literature.

Esther Fitzpatrick, New Zealand. Esther Fitzpatrick, Ph.D., is a Lecturer in The Faculty of Education and Social Work, The University of Auckland. She originally worked as a primary school teacher and now uses various arts pedagogies in her teaching with tertiary students. She has published on issues of racial-ethnic identity in postcolonial communities, drama as a method of inquiry, and ethical issues of arts-based methodologies. Her current research uses critical autoethnography to explore emerging identities in postcolonial societies.

Kelly Freebody, Australia. Kelly Freebody, Ph.D., is Senior Lecturer and Education Director at the Sydney School of Education and Social Work, The University of Sydney. Her teaching focuses on critical pedagogy, school-community relationships, and the building of new social movements in and through education. Her research has most recently been focused on drama for social justice and creativity in education.

Susannah Livingston, Dublin, Ireland, & New York. Susannah Livingston is an instructor in critical education at the Global Center for Advanced Studies, Dublin where she is also a doctoral researcher examining the relationships between critical pedagogy, private school education, and social justice.

Specifically, her work examines and analyzes the appropriateness, effectiveness, and rationale for the application of critical pedagogical practice in American non-public school classrooms. She also is a high school history and Indigenous studies teacher in New York City.

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