Contributor Biographies

**Jo Albin-Clark** is a Senior Lecturer in Early Education at Edge Hill University. Following a teaching career in nursery and primary schools, Jo has undertaken several roles in teaching, advising, and research in early childhood education. She completed her doctorate at the University of Sheffield in 2019. Her thesis explored documentation practices in early childhood education using posthuman and feminist materialist theories. Her research interests include observation and documentation practices, methodological collaboration, and research creation using a posthuman lenses. A central theme in all her work has been teachers’ embodied experiences of resistance to dominant discourses.

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**Thomas Albright** is a Postdoctoral Research Associate in Georgia State University’s College of Education and Human Development’s Department of Middle and Secondary Education. Albright’s research focuses on schooling, resistance, and school-university-community entanglements. Current studies include exploring youth inquiry as a form of resistance to schooling, abolition in teacher residency programming, a posthumanism accounting of schooling, and examining issues of racial and social justice within teacher education.

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**Elisabeth Barratt Hacking** is Senior Lecturer/Deputy Head, Department of Education, University of Bath. Elisabeth’s research is in the overlapping areas of environmental education – specifically, childhood and environment – and global citizenship, and advances theory, policy and practice around ‘childhoodnature’, a concept co-created with Amy Cutter-Mackenzie-Knowles and Karen Malone.

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**Eliane Bastos** is an Education PhD Researcher at the University of Bath (UK). She is interested in children’s understanding of the human-ocean relationship, children’s ocean learning experiences, and in understanding how primary school children reflect their learning into the everyday through storying with objects.

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**Ruth Churchill Dower** is a PhD scholar at Manchester Metropolitan University and the founder of Earlyarts, a creativity research and training organisation. Her latest book, *Creativity and the Arts in Early Childhood*, explores the origins, impacts and conditions for arts-based approaches to unfold in early childhood practices.

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Carolyn Cooke is a Lecturer with the Open University. With a background in music education and teacher education, Carolyn has recently completed her PhD: ‘Troubling’ music education; playing, (re)making and researching differently’ (2020). She actively writes and presents in the areas of STEAM education, transdisciplinarity, performativity in research and posthumanism.

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Kelly E. Demers is an Associate Professor of Education at Saint Anselm College in Manchester, New Hampshire, where she teaches courses on multicultural perspectives, ESOL instruction, and arts integration. Her research interests include the exploration of White teachers’ construction of race, racial ideologies, and the use of the arts as a mode of thinking. This work is rooted in critical multicultural education, decolonizing frameworks, and posthumanist theory. Dr. Demers received her doctorate in Curriculum and Instruction from Boston College, a Master of Education from Lesley University, and a Bachelor of Music from New England Conservatory. She was also a public-school teacher in Somerville, Massachusetts for seven-years.

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Alli Edwards’ design practice takes place on unceded Wurundjeri country and strives to challenge the false dichotomy between work and play to create different ways of being and learning with and from each other. Her doctoral research investigated the co-facilitation of materials in workshops and explored what possibilities for practice become possible when co-design tools are re-framed as co-design toys. In her current work with the Centre for Public Impact, she continues to embrace the more playful and relational ways of being together as she holds space for learning partners to re-imagine government.

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Sarah Ellis is a Health and Social Care HE Lecturer at the University of Sunderland. Her research interests include socio-cultural concepts of micro to macro identity work, how discourses of the materialities of difference are constructed, and what their affects are on legislative and policy creation processes at national and international level.

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Nikki Fairchild is Associate Head (Research and Innovation) in the School of Education and Sociology, University of Portsmouth. Her research focuses on feminist materialist ways to extend conceptualisations of practice, place-space and subjectivities in Early Childhood. She is a founder member of the CG Collective who disrupt knowledge production in conference spaces by enacting research-creation workshops exploring relationality between human, non-human and other-than-human bodies.

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Jo Fletcher-Saxon is a doctoral student at the University of Sunderland and a senior leader in further and college-based higher education. Her research interests include building the capacity for and studying the impact of teacher research in sixth form colleges. She enjoys exploring her work through a feminist and posthuman lens. ORCID: https://orcid.org/0000-0003-2731-3261
Alicia Flynn is a white settler educator, researcher and activist living in the unceded Land of the Wurundjeri Woiwurrung people. Her PhD research on the sympoietic relationalities of more-than-human, anticolonial, climate and place-responsive learning, is based on an inquiry with a public high school in inner-city Narrm Melbourne. A teacher educator at the University of Melbourne, Alicia also mentors educators across all education sectors who want to engage more carefully with place-responsive climate justice. Alicia co-edited the Australian Journal of Environmental Education’s 2022 Special Issue on the school climate strikes with Dr. Blanche Verlie. She is a member of the Common Worlds Research Collective, the PlayTank Collective, and Earth Unbound. ORCID: https://orcid.org/0000-0002-4411-868X

Magali Forte is a doctoral research assistant and a sessional instructor in the Faculty of Education at Simon Fraser University. As well, she is a French immersion teacher in Vancouver, BC. Her doctoral research adopts a socio-material perspective that includes thinking with posthumanist, new materialist, and Deleuzo-Guattarian theories. She uses this socio-material perspective to consider identities differently in multilingual educational settings involving multimodal story creation. She also acknowledges and continues to learn about the rich Indigenous perspectives that inform her thinking and her work as an educator. ORCID: https://orcid.org/0000-0001-8107-2265

Louise Hawxwell is a Senior Lecturer in primary Education at Edge Hill University, Lancashire. Her research explores how relationships with the outdoors are entangled with the materiality of memories, childhood outdoor experiences, teacher educator practices and beliefs. She uses common-world, posthumanist, and new materialist lenses to frame her work. Twitter: @ehusci_louise ORCID: https://orcid.org/0000-0003-1928-8684

Sarah Healy currently lives on the unceded land of Boon Wurrung and Wurundjeri people. She is a Postdoctoral Fellow at The University of Melbourne charting shifts in affective dispositions toward children and digital technologies. Prior to this, Sarah was a lecturer in Artistic and Creative Education at the Melbourne Graduate School of Education and a Research Fellow at Deakin University’s Centre of Excellence for the Digital Child. Sarah works at the intersection of studio pedagogies, a-formal learning environments, critical affect studies, digital methods, and the posthumanities. A focus on practice is at the heart of Sarah’s teaching and research endeavours, as are creative method-pedagogies in a more-than-human world. ORCID: https://orcid.org/0000-0003-2794-8216

Hannah Hogarth is a doctoral student in the Department of Education, University of Bath. Hannah is researching with young children and non-human nature in an urban forest school, exploring the entangled childhoodnature relations that emerge during outdoor play, using post-qualitative inquiry and posthuman and new materialist theories. ORCID: https://orcid.org/0000-0003-2993-1020
Joanna Hume is a Senior Lecturer in Education in the northeast of England. Her overarching research interests are forest school, outdoor education, child language development and early year’s education. She is currently a doctoral student conducting research into young children’s experience of forest school.

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Philippa Isom is a Lecturer at Massey University and at the University of New Zealand in teacher education. She is from Aotearoa, New Zealand. She is interested in alternative ways of knowing in educational philosophy including the use of fiction as a thinking practice.

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Liz Latto is a Teaching Fellow in the Institute for Education, Community and Society (IECS), at the University of Edinburgh. Prior to this, she worked as a primary school and early year’s teacher within various local authorities in Scotland for 15 years. Liz is currently completing her doctorate. Her research draws on posthuman and feminist materialist theories to investigate the influences that have an effect on practitioners’ perceptions of their professional identities. Her research interests include using posthuman, relational lenses to understand how structures of inequality are embedded and perpetuated within society.

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Carol Lee is a recent PhD graduate of the Faculty of Education, at the University of Ottawa. Her SSHRC- and OGS-funded doctoral research looked at collaborative child story-making as an instrument of reconciliation. She is currently an Assistant Editor with the Journal for the Canadian Association for Curriculum Studies (JCACS). She has also been the Editor-In-Chief (English) of the University of Ottawa’s education JOURNAL de l’éducation, a graduate student journal for the Faculty of Education, and the Editor-In-Chief of the University of Ottawa’s Jean Paul Dionne Symposium (JPDS) Proceedings, a Faculty of Education graduate student journal for select JPDS conference papers. She publishes regularly in Cultural and Pedagogical Inquiry and continues to be a practicing poet. Carol is the mother of four dear children.

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Eve Mayes is an educator and researcher who currently lives on unceded Wadawurrung Country. Her research centres around questions of voice, agency, and justice in and beyond education, but specifically as it relates to climate justice and education. She is currently a Senior Research Fellow at Deakin University and is in the early stages of a project called Striking Voices: Australian school-aged climate justice activism (Australian Research Council, Discovery Early Career Research Fellowship, 2022-2025). She has ten years of experience as a secondary school teacher in New South Wales government schools.

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Tammy Mills, PhD, is an Assistant Professor of Curriculum, Assessment and Instruction at the University of Maine, teaching and advising pre-service teachers and those seeking master’s and doctoral degrees. She puts complex, non-linear theories to work in the areas of teacher education, development, and leadership. Her recent work includes *Illuminating a Continuum of Complex Perspectives in Teacher Education and Development* and *Working Across Time and Space: Developing a Framework for Teacher Leadership Throughout a Teaching Career*. She co-created the Teacher Leadership Collaborative, a grant-supported network of Maine teachers.

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Julie Ovington is a Lecturer at the University of Sunderland. This work follows on from a career in family support within communities and in Nursery and Infant schools. Julie completed her doctorate at Northumbria University in 2019. Her thesis explored the affect of school readiness in the class-room based on the lived experiences of two-year-old children. The study drew on a range of lenses including materialism and posthumanism.

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**PlayTank Collective** is a collaborative research and academic writing collective consisting of the four authors in this Special Issue: Eve Mayes from Deakin University, Sarah Healy from Deakin University and the University of Melbourne, Alicia Flynn from the University of Melbourne, and Alison Edwards from Monash University. Authors are listed in reverse alphabetical order as we consider each contribution to be equally significant. We acknowledge that our work and play is conducted with and on the unceded lands and waters of the Wadawurrung/Wathaurong, Boonwurrung, and Wurundjeri peoples of the Kulin Nation and that we live on what always was and always will be Aboriginal land. We offer our deep gratitude to the First Nations scholars who have informed our work and extend our respects to the past and present Elders, and emerging leaders of all Aboriginal people of what is now known as Australia, thanking them for their custodianship spanning tens of thousands of years.

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Natasha Rennolds is now following her dream of becoming a researcher after 25 years working with young people in fields related to informal learning and safeguarding. Her career included delivering as part of both local community and school-based provision before moving across to strategy, policy, and leadership development. Her research interests include adolescence, relationship-based pedagogies, safeguarding futures, and posthuman approaches. She is currently fascinated by how relationships are co-constituted between human and more-than-human elements and the implications of this.

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Kay Sidebottom is a Lecturer in Education and Director for the MSc Education at the University of Stirling. Her current research explores how teachers can work with posthuman ideas to facilitate meaningful and disruptive education spaces for our complex times. With a background in community...
and adult education, her pedagogical specialisms include critical, radical and anarchist education, arts-based practice and community philosophy.

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**Sharon Smith** is a 3rd year doctoral student in the School of Education at the University of Birmingham. She is also a mum to a 16-year-old daughter who has Down syndrome. Her experiences as a parent of a disabled child are at the heart of her research interests. Her thesis studies how the subjectivity of parents of disabled children has an impact on inclusion. She is currently grappling with how posthuman theories make sense of relationships with people who have cognitive disabilities and who are sometimes seen as less-than-human. Her doctoral research is supported by a 3-year BERA Doctoral Fellowship awarded in 2019.

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**Kathryn Strom** is an Associate Professor of Educational Leadership at California State University, East Bay and core faculty in their Educational Leadership for Social Justice EdD program. She combines critical and complex theories to study teacher development, teaching, and learning, as well as to advocate more broadly for different ways of thinking/being/doing in education and academia. She is the co-author of *Becoming-Teacher: A Rhizomatic Look at First Year Teaching* and *Decentering the Researcher in Intimate Scholarship: Critical Posthuman Methodological Perspectives* and the co-founder of the Posthuman Research Nexus.

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**Carol A. Taylor** is Professor of Higher Education and Gender in the Department of Education, University of Bath. Carol’s research activates posthumanist, post-qualitative, and feminist materialist approaches to explore the entangled relations of knowledge-power-gender-space-ethics in higher education.

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**Shiva Zarabadi** holds a PhD in Education, Gender, Feminist New Materialism and Posthumanism from UCL Institute of Education. Her research interests include feminist new materialism, post-humanism and intra-actions of matter, time, affect, space, humans and more-than-humans. She uses walking and photo-diary methodologies to map relational materialities in ordinary practices.

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