

Contributor Biographies

At present, **Stacey Marie Alfonso**, is a PhD candidate, instructor, and researcher at the University of Washington in Seattle, Washington, USA. Her research employs various qualitative methods to delve into teacher's perspectives and experiences. For her doctoral dissertation, Stacey Alfonso is currently conducting an ethnographic research study which explores relationships between children and nature.

Yvonne Brown, EdD, is a retired teacher, university lecturer and former school trustee in British Columbia, Canada. Dr. Brown is currently an Adjunct Professor in the Social Justice & Community Studies Department, at St. Mary's University, Halifax, Nova Scotia.

Since retirement, Dr. Yvonne Brown has become an independent historical researcher and author. She enjoys conducting historical, autoethnography research, the method she employed to write her memoir *Dead Woman Pickney: A Memoir of Childhood in Jamaica* (2010 & 2022), published by Laurier University Press (distributed by University of Toronto Press). Dr. Brown has also published several journal articles concerning African/Black people's status in the history of education in Canada. Dr. Yvonne Brown is currently conducting extensive archival research in Jamaica and the UK, and is writing a political biography of the Jamaican Charles Archibald Reid (1887-1944).

A former Commonwealth Scholar, **Cecille DePass**, PhD, is an Associate Professor Emerita, Werklund School of Education, University of Calgary. She has published widely in the field of critical multiculturalism, employment equity and cultural studies. Her areas of expertise include curriculum and learning, and comparative and international education. In the early 2000s, DePass was also the Chair/President of CC-UNESCO. Since retiring in 2014, Cecille DePass has been active in working with colleagues (nationally and internationally), to produce and edit *Cultural and Pedagogical Inquiry* (CPI); has co-written a book with Kim Koh, University of Calgary; and is currently editing another book with Sandra Dixon, University of Lethbridge. Cecille DePass is the Co-founder and Co-Editor with Ali A. Abdi, University of British Columbia, of CPI, hosted by the University of Alberta, Libraries--Publishing.

Carol B. Duncan is an academic and creative writer. She is a Professor and the 3M National Teaching Fellow, in the Department of Religion & Culture at Wilfrid Laurier University. Carol Duncan holds a PhD in sociology from York University. Professor Duncan's research focuses on Caribbean religions in transnational and diasporic contexts, black church studies in North America, gender studies, and religion and popular culture. In addition to numerous articles and chapters, Professor Duncan is the author of *This Spot of Ground: Spiritual Baptists in Toronto*, co-author of *Black Church Studies: An Introduction*, and contributing editor to *The Encyclopedia of Caribbean Religions*. Duncan is co-editor of *Womanist and Black Feminist Responses to Tyler*

Perry's Productions and *The Black Church Studies Reader*. Professor Carol Duncan's latest scholarly book project is the co-authored *Black Religion and Popular Culture: An Introduction* (forthcoming, Routledge). Professor Duncan's short stories are published in *Augur Magazine*, *Heartlines Spec*, *PREE Caribbean Writing* and *FIYAH Magazine of Black Speculative Fiction*. Her short story *Peeny-Wally*, was nominated for The Journey Prize and appears in the anthology *African Ghost Short Stories*.

A member of the Northwest Territory Metis Nation, **Lois Edge**, PhD, is a mother and grandmother, residing at Amiskwaciwâskahikanihk, who is returning to visit with the river, rapids and ravens, and relatives, at Thebáchá, alongside the Rapids of the Drowned on the Slave River in her ancestral homeland of Denendeh, 'land of the people,' at Fort Smith, Northwest Territories.

Dr. Lois Edge's interests include Indigenous pedagogy and methodology; Indigenous women's ancestral knowledges and contemporary lifeways; autoethnography and ethnohistory; and Indigenous cultural resurgence, health and wellness. An active practitioner in Indigenous education, Dr. Edge is currently Assistant Professor, Indigenous Studies, School of Continuing Education, MacEwan University, Alberta, and a Faculty Lead in Indigenous Education at Yorkville University, Ontario.

Benjamin Farmer Lacombe, MEd, is an Ontario Certified Teacher of history, biology, mathematics, French, and English. He has conducted research at the crossroads of digital history, inquiry-based learning, and user experience design. Benjamin Farmer Lacombe returned to the classroom after defending his Master of Education thesis, and is currently teaching design and robotics at the Benjamin Franklin International School in Barcelona.

Reina Ferruffino, is a PhD student at the University of Nevada, Las Vegas. At present, Reina Ferruffino has completed her second-year as a doctoral student in the College of Education in the Department of Cultural Studies, International Education, and Multicultural Education at her university. In her working life, Reina Ferruffino is the Project Manager of Diversity, Equity, and Inclusion at Rio Salado College, Arizona, USA. **ORCID:** <https://orcid.org/0009-0002-5116-5297>

Dr. Arneil G. Gabriel was a tenured professor at the Nueva Ecija University of Science and Technology, Philippines. Dr. Gabriel founded the Center for Indigenous Peoples Education (CIPE), which caters to the academic needs of Indigenous students and serves as a development partner of the Indigenous Cultural Communities (ICCs)/Indigenous Peoples (IPs) in Nueva Ecija, and the College of Public Administration and Disaster Management. The Center for Indigenous Peoples Education (CIPE) opened doors for aspiring public servants and youth who hope to pursue higher education. (Sadly, Dr. Arneil Gabriel passed away by the time that this CPI issue was published).

Jordan George is a member of the Chippewas of Kettle & Stony Point First Nation (CKSPFN), Ontario, Canada, where he works for the administration as a Communications Specialist, advising administrative and political leadership on consultation, duty to consult, economic development, and community engagement. Jordan George is also active in building the CKSPFN Anishinaabemowin Language Revitalization program that has found renewed momentum as a result of the Indigenous Language Act. **ORCID:** <https://orcid.org/0009-0001-7014-5091>

Jackson Pind is a mixed Settler-Anishinaabe Historian of Indigenous education who focuses on the history of Indian Day Schools in Ontario. Dr. Pind is currently an Assistant Professor, Indigenous Methodologies at the Chanie Wenjack School of Indigenous Studies at Trent University. He was also an editor of *Spirit of the Grassroots People: Seeking Justice for Indigenous Survivors of Canada's Colonial Education System* (MQUP, October 2020).

Apooyak'ii / Tiffany Hind Bull – Prete, PhD, is a member of the Kainai (Blood Tribe) of the Siksikasisitapi (Blackfoot Confederacy), located in the Treaty 7 area of Alberta, Canada. At present, Apooyak'ii / Dr. Tiffany Hind Bull – Prete is an Assistant Professor in the Department of Sociology at the University of Lethbridge. Her program of work concentrates on implementing the Truth and Reconciliation Commission's Calls to Action on the Blood Reserve.

Dr. Vilma B. Ramos is a faculty member at Nueva Ecija University of Science and Technology, Center for Indigenous Peoples Education (NEUST-CIPE), Philippines. CIPE supports Indigenous students' academic needs and acts as a development partner for the Indigenous Cultural Communities (ICCs)/Indigenous Peoples (IPs) in Nueva Ecija, as well as the College of Public Administration and Disaster Management, which provides opportunities for future public servants and young people wishing to pursue higher education.

Mary Jane Romero is an Administrative Officer with the Department of Education of Nueva Ecija, Philippines. Ramos is a PhD candidate in Educational Management at the Nueva Ecija University of Science and Technology, Philippines.

Noah Romero earned his PhD from the University of Auckland, New Zealand, in Critical Studies in Education and Maori and Indigenous Education. Dr. Romero (Filipinx) is currently an Assistant Professor of Native American and Indigenous Studies at Hampshire College, USA. Romero's work focuses on Indigenous and immigrant communities in the USA, Aotearoa (New Zealand), the Philippines, and the Philippine diaspora. Dr. Romero's first book, *Decolonial Underground Pedagogy: Unschooling and Subcultural Learning for Peace and Human Rights* will be released in Fall 2024.

Known as **Dr. Grandmother** to many, **Doreen Spence** is a Cree Elder who was born and raised on the Good Fish Lake Reservation (Alberta). She is also a member of the Saddle Lake Band as her father was from Saddle Lake. Grandmother Doreen is retired after spending many years nursing in active treatment hospitals in Alberta. Currently, she is an active Elder in Residence with the Cumming School of Medicine's (CSM) Indigenous, Local and Global Health (ILGH) Office, University of Calgary. Elder Spence mentors students and staff in the Alberta Indigenous Mentorship in Health Innovation (AIM-HI) Network, as well as at Mount Royal and St. Mary's Universities.

Healing and wellness are her life-long legacy. Doreen Spence is honoured to have been recognized by so many organizations for doing what she is so passionate about. Elder Spence has received an honorary Bachelor of Nursing and Doctorate of Law from Mount Royal University; appointed to the Order of Canada; received the Indspire Award, the Alberta Centennial Medal, the Alberta Human Rights Award, the Chief David Crowchild Memorial Award, and the YWCA Woman of Distinction Award. As importantly, Elder Spence was one of the 1000 Peace Women nominated for the 2005 Nobel Peace Prize.

A Métis teacher and scholar from Calling Lake (Alberta), **Cora Weber-Pillwax**, PhD, is a Professor in the Faculty of Education, University of Alberta, Canada. Dr. Weber-Pillwax acknowledges her greatest source of knowledge to be life lived within the boreal forest as person, family, and active community member. Holding a deeply-integrated knowledge of formal higher education and Metis-Cree lived experience, Professor Weber-Pillwax's work in Indigenous Peoples Education advances Indigenous knowledge related to research, education, human well-being, the 'parallel pathways' of health care in Indigenous community wellness, Indigenous languages, Métis history, education, rights, and governance in Canada. A well-published and revered senior researcher, Dr. Cora Weber-Pillwax has provided leadership in major collaborative research projects. As importantly, her connections to communities and students are extensive. Professor Weber-Pillwax continues to mentor Indigenous learners re-connecting with/within their ancestral knowledge systems.