

Short Biographies of the Presenters
at the Weaving the Future of Holistic Education Conference
May 13-15, 2016

Misha **Abarbanel** is a PhD candidate at OISE/UT, a secondary teacher and former English/Literacy Curriculum Leader in the Toronto District School Board, and an education blogger whose work appears regularly in the Huffington Post. His doctoral work is in how holistic and contemplative pedagogies might shape the future.

Matt **Badali** is a primary teacher in Toronto, passionate about inquiry-based learning. He completed his M.Ed. in Social Justice Education. Matt practices Reiki and meditation.

Bethany **Beaudry** is the Director of Inspired Explorations Learning Community, a holistic school in Winnipeg. She has been a teacher for 10 years and holds a B.P.E, B. Ed, Post-Baccalaureate in Education and is currently completing a Master's in Post-Modern and Integral Education with Self Design Graduate Institute.

Marni **Binder** is an Associate Professor in The School of Early Childhood Studies at Ryerson University. Prior to Ryerson, Marni was an educator in the inner city of Toronto for over 23 years. Research interests include arts-based education research, creativity, multimodal literacies, visual narratives, spirituality and the arts, and mindfulness practices through holistic education.

Tom **Browning** is a graduate student and associate instructor at Indiana University-Bloomington. His scholarly interests include teacher education, identity, and Freirean pedagogy. He currently facilitates the instruction of two courses at Indiana University: *Teaching in a Pluralistic Society* and the *Community of Teachers Field-Based Seminar*.

Gregory **Bryan** is a professor of Literacy Education and Children's Literature at the University of Manitoba. He has studied and taught within the United States, Canada, and Australia.

Dr. Jeffrey S. **Burwell** is a Jesuit priest working and teaching at St. Paul's College on the University of Manitoba campus

Devon **Caldwell** is a kindergarten teacher who seamlessly blends technology, yoga, play- and project-based learning into her classroom practice. A Microsoft Innovative Expert Fellow, registered yoga teacher, and world traveler, she is passionate about wellness and developing happy, resilient learners who make a difference in the world.

Priscila **Camargo Ramalho** is a PhD student at Teachers College, Columbia University, and a fellow of CAPES Foundation / Ministry of Education of Brazil. As a researcher in the Social Studies Education program, she investigates the soulful dimension of citizenship education, arguing that spiritual development plays a central role in young people's attitude towards the collectivity.

Dr. Rupert **Collister** has worked in the post-compulsory education for over seventeen years and his experience reflects the diversity of the sector in its broadest sense. His first book, 'A journey in search of wholeness and meaning', was published in 2010 by Peter Lang Publishers (Switzerland).

Whitney **Crooks** is the Outreach Coordinator with the Office of Sustainability at the University of Manitoba. Whitney holds a Masters in Environmental Studies from York University and has nearly ten years of experience in outreach roles that support community-based environmental action.

Sam **Crowell** is professor emeritus and founder of the M.A. in Holistic and Integrative Education at Claifornia State University, San Bernardino, UNESCO faculty for ESD with the Earth Charter at the University for Peace in Costa Rica, and co-author of several books including "Emergent Teaching" and "The Re-Enchantment of Learning.

Rosanna **Cuthbert** is Principal of Sigurbjorg Stefansson School, a Junior Kindergarten to Grade 4 Early Years School in Gimli, MB. As an educational leader, Rosanna has been actively engaged in gaining insight to enhance teaching and learning in authentic and meaningful ways. She is deeply invested in holistic education and Education for Sustainability and has shared celebrations with SSES's learning journey at several provincial PD sessions including SAGE, MERN, YES, and COSL. "Educating the mind without educating the heart is no education at all" Aristotle

Debra **DiUbaldo**, BSW, a graduate of the University of Manitoba Inner City Social Work program is the Indigenous Student Advisor/ Counselor/ Selection Coordinator. In addition to those duties, she provides Elder support for ceremonies such as Full Moon Ceremony, Sweat lodge, medicine picking, drum making, and she encourages inclusion of traditional practices.

Sharon **Dutton** has taught music for all grades for the Halton District School Board in Ontario. She employs various pedagogical strategies, but her favourite is movement. She is a certified Dalcroze instructor and is currently finishing a doctoral study on holistic aspects of Dalcroze pedagogy through the University of Toronto.

Alan **Faigal** is an education specialist who teaches for Ryerson University. Alan is also the National Youth Outreach Director for Culture Shock Canada (hip hop troupe). Dance floors and academic lecture halls are avenues for his dynamic teaching methods. Professional core values include: anti-bias, inclusion, and social justice.

Thomas **Falkenberg** is a professor in the Faculty of Education of the University of Manitoba. More can be gleaned from his website at <http://home.cc.umanitoba.ca/~falkenbe/index.html>

Paul **Freedman**, MA Goddard College. Paul has taught elementary grades for 23 years. He is the Founding Head of Salmonberry School in Eastsound, WA. His writing has been widely published. He served as Contributing Editor for *Encounter: Education for Meaning and Social Justice*. His recent TEDx Talk is entitled: "Deep Education: Re-visioning Teaching and Learning for Today." E-mail: dancingmonkey@rockisland.com

Lovisa **Fung** is a PhD candidate at the University of Toronto and a teacher who specializes in research on teacher vocation, teacher life narratives, and teacher reflection. She acts as a recurrent guest lecturer at the University of Toronto and continues research through her doctoral studies and public speaking.

Dr. William L. **Greene** is an educational psychologist and professor in the School of Education at Southern Oregon University. His scholarship focuses on the human potential, social-emotional development, presence, and core reflection in the context of holistic teaching and learning practices.

Melissa **Grella** has over 17 years of experience in the field of environmental education, working with students from pre-school through college as a trip leader, educator, and administrator. She recently founded Taproot Farm & Environmental Education Center whose mission is nurturing care for the environment by educating, inspiring and connecting communities to the land, to their food, and to each other in a holistic manner.

Winnie **Hunsburger**, Ed.D., is a lead teacher, certified Critical Friends Group Coach and narrative researcher at a JK-12 school in Toronto. Matt Badali is a primary teacher in Toronto, passionate about inquiry-based learning. He completed his M.Ed. in Social Justice Education. Matt practices Reiki and meditation.

Kristina **Hunter**, Senior Instructor, University of Manitoba and is passionate about science, the environment and spending quality time on the tundra. She loves to learn from their students and see them push their boundaries as they learn and grow.

Diana **Ihnatovych** is a PhD student in Cross-Faculty Inquiry in Education at the University of British Columbia. Her academic career in piano performance and pedagogy, choreography, and English and world literature, combined with her passion for nature, sustainable living and wellness, inspired her to pursue interdisciplinary research in music and sustainability.

Maria **Karmiris** has been teaching elementary students in Toronto, Ontario for 14 years. She is also in her second year of study as a PhD student at OISE/UT. Some of her research interests include: holistic education, social justice education, disability studies, transformational learning and narrative inquiry.

Rachel **Karslake** began her teaching career in 2004 as a textile artist, designer, and instructor for children and adults. She currently works as a writing instructor at Central Michigan University. Rachel's primary interest in holistic education is the promotion of a caring and compassionate classroom that centers on the whole learner.

Dr. Younghee M. **Kim** is a professor of education and an early childhood specialist in the School of Education at Southern Oregon University. Her scholarship includes whole child development, core reflection, diversity, holistic teacher preparation, and the human potential.

Dr. Young-Yie **Kim** is an assistant professor at Western University, London, Ontario. She has been teaching in Canada for more than 30 years during which she taught French and Korean. She obtained her B Ed, M Ed, and PhD from OISE, University of Toronto, and is very passionate about bringing the education of the heart into her class, especially happiness.

Bat-Sheva **Koren** PhD, ICET, OEATA, BC-DMT Born in Israel; grew up in an agricultural Kibbutz community on the Jordan River. Her work focuses on individual and global collective-consciousness. Affiliated with Seminar Ha-Kibbuzim Tel-Aviv, Israel. Author of “ From Golem to White Eagle: A journey into ,through and beyond life” ... (2006).

Dr. Ronnie Joy **Leah** is an educator, workshop facilitator and expressive arts practitioner. She has a Ph.D. in Education (OISE) and teaches courses on women's spirituality and ecofeminism at Athabasca University. She facilitates deep ecology workshops and leads sacred circle dancing in Calgary, Alberta.

Michael **Link** is an Educational Developer for the Center for Advancement Teaching and Learning for the University of Manitoba. He served as an elementary school teacher for 13 years in Surrey and Abbotsford, BC, as well as an instructor for seven years in the Faculty of Education at the University of Manitoba. He is also a PhD candidate at the University of Manitoba and his thesis explores the link between outdoor learning and student well-being.

Bob **London** is a professor at CSUSB; program coordinator, MA in Holistic and Integrative Education; and director of the Spirituality and Education Network. Interests include: integrating a spiritual perspective in education, clarifying a spiritual perspective for developing a strong connection with Nature, and transformative approaches to teacher education.

Tara **Maniar** is a certified Chakradance™ Facilitator and Spiritual Life Coach. Tara empowers women to transform their work-family confusion, inner turmoil and identity crises to enlightened possibilities. Her programs *Embrace Your Spirit*, *Finding Peace in the Chaos* and *Ahimsa in Action* are offered as confidential coaching programs or group workshops.

David **Marshak** is the founding president of the SelfDesign Graduate Institute and the author of Evolutionary Parenting.

Eveline **Milliken**, MSW, PhD, Associate Professor, University of Manitoba. Faculty of Social Work, she researches in the area of cultural safety within education in promotion of social justice, and working toward culturally safe education as a way to address poverty and inequality.

Debbie **Millon** is the director of the Bellwether School, founded by Ron Miller. She is the founding director of the Holistic Education Initiative, which supports pathways for teachers to deepen their holistic education practice.

Haley L. **Moore** is a recent graduate of the University of Rochester, Eastman School of Music, having received her BM in Violin Performance and her MM in Music Education. She currently resides in Rochester, New York and is a music teacher at Rush-Henrietta Senior High School. Ms. Moore is an active participant in NAFME's Society for Music Teacher Education, and recently joined an ASPA (Areas of Strategic Planning and Action) specializing in Professional development for the experienced teacher.

Elaine **Mordoch** is an Associate Professor, Nursing, University of Manitoba whose interest is in mental health across the life span. She has taught Counselling Skills in the Aboriginal Focus Programs for over ten years. Her work within that program is focused on providing culturally safe and trauma informed education for students.

Jennifer **Motha** is an adjunct professor at Emmanuel College in the Buddhist Mindfulness and Mental Health Program and a primary/junior/intermediate educator with the Toronto District School Board.

Val **Noseworthy** is the Middle Years Consultant for Manitoba Education. She has taught in both rural and urban schools and has over thirty years experience in the Middle Years as classroom teacher, special education resource teacher, and school leader. She values diversity in the classroom and honours the potential and power of all teachers, students, and parents in the learning process.

Bruce **Novak** is co-author of the Teachers College Press best-seller *Teaching Literacy for Love and Wisdom: Being the Book and Being the Change*, and is now writing *The Opening of the American Heart*, a work intended for major trade publication, from which this session derives. He is Immediate Past Chair of the Holistic Education Special Interest Group of the American Educational Research Association and the winner of a 2013 University-Wide Teaching Excellence Award from Indiana University of Pennsylvania.

Stephen L. **Orsborn**, MAE, MT-BC, is a music therapist, master educator and shaman.

Ajit **Pyati** is an Associate Professor in the Faculty of Information Studies at the University of Western Ontario. Dr. Pyati is also a certified yoga teacher who teaches yoga and meditation classes at Western. He is becoming increasingly interested in contemplative pedagogy's benefits for higher education.

Pete **Reilly** is the author of "A Path with Heart: The Inner Journey to Teaching Mastery". He is a lifelong educator, award winning educational leader, Master Somatic Coach, and a black belt in Aikido. He has helped many educators develop their unique gifts and as well as their leadership and classroom effectiveness.

Paul E. **Royes** is a graduate of OISE/UT in curriculum, teaching, and learning, specializing in holistic education. Paul is founder and director of THE NOTHING SCHOOL and also teaches holistic design at George Brown College in Toronto. Paul may also be found composing and performing music in his spare time.

Lucila **Rudge** began her career in holistic education as Waldorf kindergarten teacher in Brazil. She is now Assistant Professor at the University of Montana. Most of her research focuses on the pedagogical application of holistic education. She has published a book on this topic: Holistic Education: An Analysis of its Pedagogical Application.

Cari **Satran** has been a middle school teacher for the past twelve years, teaching seventh and eighth grades. Throughout my Masters Studies I focused on holistic education generally, and spirituality and meditation in the classroom. I completed my Master Degree at the University of Manitoba in October 2012.

Stephanie **Shuler** is a 3rd year PhD student at The Institute for Studies in Education at The University of Toronto. Stephanie's research interests include critical literacy that explores our attitudes, infrastructures and priorities. Stephanie explores thriving, values and hierarchies, parent voice, alternative education, self-directed education, intentional communities and global living and learning networks.

Mr. Jarrod **Stadnyk** is a Social Studies teacher at St. Paul's Jesuit High School in Winnipeg.

Amy **Tepperman** , along with Michelle Hillier has developed a movement based pedagogy, that accomplishes just that by engaging the BODY, BRAIN and BEING while learning. They create kinesthetic and experiential resources and trainings, to provide teachers with tools and support for successful implementation of this type of learning into all areas of school curriculum. The Groove EDGEducation believes movement, creative problem-solving, confidence and community building should be a part of everyday learning.

Michelle L. **Tichy**, PhD, is a Professor of Educational Psychology specializing in social and developmental psychology as well as an intuitive energy worker and holistic learning advocate.

Peter **Vietgen** is an Associate Professor of Art Education in the Department of Teacher Education, in the Faculty of Education, Brock University. Peter's research interests include holistic education, social justice and equity issues in the arts, and teacher education and the arts.

Irene **Wolfstone** is a graduate student in Integrated Studies at Athabasca University. Her areas of interest include connectedness to nature and climate change adaptation. She lives in Pinawa where she is active in the Transition movement. As an educator, Irene has worked in public schools and as a facilitator of adult learning.