**Names of Delegation and Biography**

Werklund School of Education

University of Calgary

http://werklund.ucalgary.ca/

**Dennis Sumara**

Professor and Dean

Werklund School of Education

University of Calgary

**Allan Luke**

Emeritus Professor of Education, Queensland University of Technology, Australia

Adjunct Professor of Education, Werklund School of Education, University of Calgary, Canada.

**Michael Mu**

Postdoctoral Fellow

Werklund School of Education

University of Calgary

**Shibao Guo**

Associate Professor

Werklund School of Education

University of Calgary

**Dennis Sumara** is Professor and Dean of the Werklund School of Education at the University of Calgary. His areas of research include curriculum theory, teacher education, and literacy education, as oriented by conceptual interests in hermeneutic phenomenology, literary response theory, and complexity science. Professor Sumara is the author or co-author of 6 books and over one hundred peer reviewed publications. In his role as Dean, Professor Sumara is involved in most aspects of curriculum, policy and planning for both K-12 and teacher education in post-secondary contexts. As well, he continues to be involved with research organizations in the fields of Education, specifically in areas of curriculum, teacher education and literacy. He has received a number of prestigious awards, including the Ed Fry Book Award, the Canadian Association of Curriculum Studies Dissertation of the Year Award, and the James Macdonald Prize in Curriculum Theory.

**Allan Luke** is Emeritus Professor of Education, Queensland University of Technology, Brisbane, Australia and Adjunct Professor of Education, Werklund School of Education, University of Calgary, Canada. His work on language and literacy education, educational sociology and policy, race and culture in schooling has influenced educational systems and research internationally. Luke grew up in the Chinese-American community in Los Angeles, completed his BA at UCSB, before migrating to Canada, where he taught primary and secondary school, and completed his teacher training, masters and doctoral studies at Simon Fraser University. He has taught in the Aboriginal and Islander Teacher Education Program at James Cook University of North Queensland and was Dean of Education, University of Queensland, Foundation Dean of Research, National Institute of Education, Singapore and Deputy Director General of Education and Chief Advisor to the Minister for the state of Queensland.

He has written over 250 article and chapters. His work has featured in: Harvard Educational Review, Educational Theory, Teachers College Record, Educational Researcher, Reading Research Quarterly, Curriculum Inquiry, Social Epistemology, Linguistics and Education, Body and Society, Cultural Politics, Journal of Pragmatics, the Canadian Journal of Education, the American Journal of Education and Australian Educational Researcher. He is author and editor of 15 books, and was senior editor of: Review of Research in Education, Discourse, Asia-Pacific Journal of Education, Journal of Adolescent and Adult Literacy, Teaching Education, and founding editor of Pedagogies: An International Journal. He was section editor of the Sage Handbook of Curriculum and Instruction, the International Handbook of Urban Education, and the International Encyclopedia of Education.

Luke has provided policy advice to the governments of: Queensland, South Australia, New Zealand, Hong Kong, Singapore, Thailand, Kiribati and Ontario and to the OECD. Since 1990, he has coauthored major Australian state and federal government reports on: adult literacy competence standards; middle schooling; state literacy policy; intercultural relations in the workplace; early childhood care and policy and, in 2013, was Chair of the most extensive empirical study of Indigenous school reform in Australia to date. His foundational work on literacy and multiliteracy is used in state curricula and policy in Canada, Australia, New Zealand and Singapore. From 2003-2005, he established the largest government funded educational research centre in the Asia-Pacific at Singapore’s Nanyang Technological University.

Luke has received the Educational Press Association of America Merit Award (1989), the American Educational Research Association Curriuclum Studies Book Award (2003), induction in the International Reading Association Hall of Fame (2003), the Gold Medal of the Australian College of Education (2005), IBM/Bulletin Australian Educator of the Year (2004), the Australian Literacy Education Association Research Award (2014) and Hon. Membership of the Queensland Teachers Union. He has received honorary doctorates from Rajabhat University, Thailand (2002), Simon Fraser University (2005) and James Cook University (2014). He currently works as an academic mentor at the Werklund School, University of Calgary.

**Michael Mu**(穆光伦)is an Eyes High Postdoctoral Fellow in the Werklund School of Education at the University of Calgary. He completed his undergraduate study at Beijing Normal University (BNU) and his master study at the University of New South Wales in Sydney. After serving as an international program coordinator at BNU, he chose to do his doctoral study in Australia and was awarded his PhD at Queensland University of Technology (QUT) in Brisbane in 2013. Upon the completion of his PhD, Dr. Mu started his academic career as a senior research assistant at QUT. In late 2013, he returned to BNU for a brief lectureship. Dr. Mu’s research area is inclusive education. He counts on his sociological background to look at the special educational needs for traditionally marginalized groups, e.g. floating children, ethnic minority children, and children with disabilities.

**Shibao Guo** (郭世宝) is an Associate Professor in the Werklund School of Education at the University of Calgary. His research, supervision and teaching focus on comparative and international education, citizenship and immigration, Chinese immigrants in Canada, ethnic relations, and adult and lifelong education. Dr. Guo has numerous publications, including books, journal articles, and book chapters. His recent work appeared in *COMPARE*, *Comparative Education*, *International Journal of Lifelong Education, Journal of Education and Work*, *Canadian Ethnic Studies, Canadian Journal for the Study of Adult Education*,and *Canadian and International Education*. Dr. Guo is past co-president of the Canadian Association for the Study of Adult Education (2009-2011) and a former Associate Editor of the *Canadian Journal for the Study of Adult Education* (2008-2011). Currently he also serves as president of the Canadian Ethnic Studies Association and is Co-Editor of *Canadian Ethnic Studies*.

**Titles and Abstracts of Talks**

**White Systems in Deficit: A Critical and Empirical Analysis of Indigenous School Reform in Australia**

Allan Luke

University of Calgary/Queensland University of Technology

The improvement of school participation and achievement of Indigenous Australians – Aborigines and Torres Strait Islanders has been a major goal of Australian state education for the past two decades. There are approximately 150,000 Aboriginal and Torres Strait Islander students in Australian schools, 5% of the total school population. These numbers are growing, yet there remains a substantial gap in overall school performance, attendance and participation, and secondary school completion between Indigenous and non-Indigenous students. This presentation reports on the largest empirical study of school reform in Indigenous education, undertaken by the author with an international research team at Queensland University of Technology, Australia, 2008-2013. It documents the persistence of deficit discourses amongst teachers, a narrow focus on basic skills and vocational education, and lack of everyday intercultural communication and contact. It also describes the distinctive approaches to school reform undertaken by schools, noting several successful approaches.

**Sense of Racial Fairness of Children in Southern Alberta Schools: Some Preliminary Findings from the Pilot Phase of CORE Project**

Michael Mu

Werklund School of Education

University of Calgary

‘Creating Opportunities for Resilience and Engagement’ (CORE) is a research project taking place in Southern Alberta schools. We are exploring the best ways to help students feel safe, valued, and connected. Over the pilot phase, we have collected students’ responses to online questionnaires and samples of their saliva. The pilot study has indicated promise in decreasing the rates of students’ anxiety and depression, reducing their use of tobacco, alcohol, and drug, and improving their wellbeing and learning.

As one of the objectives of CORE, we expect to see more inclusiveness of every child in and out of school, irrespective of gender, personality, socio-economic status, religion, and race. The latter is of particular interest to my research. Literature has indicated that ethnic minority students are potentially subject to racial discrimination in schools, because of their substantially different cultural and physical dispositions from the mainstream majority peers. Extant literature often examines children’s perceived racial discrimination in relation to their health behaviours, psychological wellness, school performance, and school engagement. Therefore, existing work largely adheres to individualistic, micro frameworks.

In light of Bourdieu’s sociology, I think through the internal individual dispositions and the external social structures to speculate the nature and dynamics of the issues associated with race. Drawing on the pilot data of CORE, I investigate the sense of racial fairness of children in Southern Alberta schools in relation to their perceived ‘social orders’ within family, peer group, school, and community.

**Rethinking Multiculturalism in Canada: Tensions between Immigration, Ethnicity and Minority Rights**

Shibao Guo

Werklund School of Education

University of Calgary

Canada is an immigrant society. Immigration has played an important role in transforming Canada into an ethno-culturally diverse and economically prosperous nation. The 2011 Census of Canada reveals that between 2006 and 2011, about 1.2 million new immigrants arrived in Canada. The recent census also shows that as of May 2006, 20.6% of the total population were born outside the country, and that 19.1% identified themselves as visible minorities. Despite our rich history in immigration and the strategic role it plays in our future, the tension between immigration, ethnicity, and minority rights is still prominent. Some of the tension focuses on the existence of ethno-cultural organizations. Despite the rhetoric that Canada relies on immigrants to help ameliorate its labour shortages and aging population, the very ethnicity that many immigrants are associated with is often treated with suspicion. In particular, ethnic organizations are often criticized for threatening national unity, diluting Canadian identity, and promoting ghettoization and separatism. This talk examines the tension between ethnicity, immigration, and minority rights with a focus on how multiculturalism facilitates or hinders the development of ethnic community organizations in this regard.