

NOTES ON CONTRIBUTORS

Laurette Bristol is a Postdoctoral Research Fellow with the Research Institute for Professional Practice, Learning and Education (RIPPLE), Charles Sturt University, and a member of the Pedagogy, Education and Praxis (PEP) research group. Dr. Bristol's current research explores two key areas: (1) the applications of practice theory in the analysis of educational practices of early career academics, school leaders, classroom teachers, and mentoring across transnational borders; and (2) the ways in which the historical conditions of colonialism shape the contemporary pedagogical practices of primary school teachers in the Caribbean.

Launcelot I. Brown is an Associate Professor and Chair in the Department of Educational Foundations and Leadership at Duquesne University. Dr. Brown is a former teacher, special educator, and principal of a school for students with emotional and behavioural difficulties, and a school for deaf children. He has served on many national educational boards in Trinidad and Tobago, including the National Advisory Committee on Special Education. His research interests are in the area of school leadership and school effectiveness. Recently, he has turned his attention to national assessment and teachers' use of assessment data. He served as an Associate Editor for the journal, *Educational Measurement: Issues and Practice* from 2006 to 2009, and is an active member of AERA where he serves on the executive of the Caribbean and African Studies in Education SIG.

Loraine D. Cook teaches Research Methods and Educational Psychology at the School of Education, The University of the West Indies (UWI), Mona, Jamaica. Dr. Cook received a PhD in Educational Psychology from UWI in 2007. Her research interests include evaluating online education in higher education, and helping teachers to improve their teaching by investigating ways of aligning the relationships between teachers' intended actions and their actual teaching behaviours. She has authored and co-authored 13 peer-reviewed book chapters and journal articles. Dr. Cook is the recipient of the Dean's Award for Excellence (2007); the Most Outstanding PhD thesis award for the 2006/2007 academic year; part of a team that received the Principal's Research Award for The Research Project Attracting the Most Research Funds (Faculty of Humanities and Education; January 2009); the recipient of the Fulbright Visiting Researcher Award (2011); and, recently, recipient of the Principal's Award for Best Research Publication (article). Dr. Cook has been a visiting scholar in Applied Psychology at New York University (NYU), and has conducted several workshops in Mixed Methods and Data Analysis.

Talia Esnard is an Assistant Professor of Sociology and a strong advocate for the Entrepreneurship and Innovation agenda at The University of Trinidad and Tobago (UTT). Dr. Esnard's primary research interests include gender and entrepreneurship, entrepreneurial education, incarceration and mothering, and educational and entrepreneurial leadership within the Caribbean.

Iris Hewitt-Bradshaw is a Senior Instructor in Language, Literature, and Linguistics at UTT. She holds a BA in Language and Linguistics, an MPhil. in Language Education, a Diploma in International Relations and a Diploma in Education (DipEd). She has taught at both the secondary and tertiary levels and has been involved in teacher education for the past 16 years.

Freddy James is a lecturer in Educational Leadership and Administration at the School of Education, UWI, St. Augustine, Trinidad and Tobago. Dr. James is President of the Trinidad and Tobago Educational Leadership Management and Administration Society (TELMAS), and board member of the Commonwealth Council for Educational Administration and Management. Her research interests include educational leadership, policy, change and improvement, school violence, and parental involvement.

Vimala Kamalodeen is a lecturer at the School of Education, UWI, St. Augustine, Trinidad and Tobago. Dr. Kamalodeen holds an EdD. from the University of Sheffield, UK, and her area of expertise is teacher education with an emphasis on Information Technology and Mathematics, as well as the use of emerging technologies in education. She is interested in how learning takes place in online environments and how digital tools enable 21st century learning. Dr. Kamalodeen is heavily involved in professional development of teachers and conducts training to build ICT competencies among teachers at all levels. She draws heavily from experience in the field at secondary level, as well as from Curriculum Design and Implementation from her stint at the Curriculum Planning and Development Division of the Ministry of Education, Trinidad and Tobago. At present, she is conducting research on Blended Learning environments.

Rinnelle Lee-Piggott is a doctoral student at the University of Nottingham, Nottingham, UK. She holds an MA in Educational Leadership and Management from the University of Nottingham and a BEd in Primary Education with a specialization in Mathematics from UWI, St. Augustine, Trinidad and Tobago. Her interests are in beginning principal leadership, teacher leadership, school culture, school effectiveness and improvement, as well as the teaching of Mathematics. Rinnelle has been a primary school teacher in Trinidad for over 16 years.

Rawatee Maharaj-Sharma is a Lecturer in Science Education (Physics) at the School of Education, UWI, St. Augustine, Trinidad and Tobago. Dr. Maharaj-Sharma coordinates the Bachelor of Education (BEd) programme. She previously lectured at York University, Canada for 5 years, in Physics and Astronomy.

O'Neal Mundle is a lecturer in Music Education at the School of Education, UWI, Mona, Jamaica. Dr. Mundle holds a doctorate in Music and Human Learning from the University of Texas at Austin and a Master of Music degree in Music Education from the University of Mississippi. He also received undergraduate music training at the Atlantic Union College in Massachusetts, and completed a BSc degree in Economics and Management at UWI, Mona. Dr. Mundle has taught in the public school system of Jamaica for several years and has served as a CXC Assistant Examiner in

Music, and as an adjudicator in the Jamaica Cultural Development Commission's Music Festival. He has led successful Performing Arts Camps for youth in Jamaica, England, Wales, and New York City, and is presently working on a Social Intervention for Youth Through Music in Trench Town, Jamaica. His research interests include performance evaluation in music, and assessments of the quality of music education programmes in Jamaica and North America.

Krishna Seunarinesingh is a lecturer in teacher education at the School of Education, UWI, St. Augustine, Trinidad and Tobago. His research interests span the areas of educational pragmatics and English teacher education; specifically, writing teacher education. He also has a special interest in issues of student marginalization and student violence and how these are discursively constructed in schools.