

BIONOTES OF CONTRIBUTORS

Dr. A. C. (Tina) Besley

Tina Besley, a New Zealander, has been a secondary school teacher and school counsellor, and is now Research Fellow in Educational Studies at University of Glasgow, UK. Tina's research interests include: youth issues, especially notions of self and identity in a postmodern, globalised world; school counselling; educational policy and philosophy; and the work of Michel Foucault and poststructuralism. She has published in many journals. In 2002 Praeger published her book, *Counseling Youth: Foucault, power and the ethics of subjectivity*. Forthcoming publications include Peters, M. A. and Besley, A. C. (2004), *Building Knowledge Cultures: Education and development in the age of knowledge capitalism*, Lanham & Oxford: Rowman & Littlefield; and Besley, A. C. (2004), 'Technologies of the Self and Parrhesia: Education, globalization and the politicization of youth in response to the Iraq War 2003', in Michael Peters (Ed.) *Education, Globalisation and Citizenship in an Age of Terrorism*, Boulder, CO: Paradigm Publishers (in print). Contact: C.Besley@educ.gla.ac.uk

Professor Charles Crothers

Charles Crothers is Professor of Sociology, Auckland University of Technology; previously Chair of Sociology at the University of Natal, Durban; with periods in the Departments of Sociology at the University of Auckland and Victoria University of Wellington, and the NZ Ministry of Works and Development. His interests lie particularly in the theory of social structure, its history and the sociology of its production, and its applicability in the analysis of settler societies, such as New Zealand and South Africa. Related writing is on Robert K Merton and recent trends and traditions in sociology. Publications include papers in social science journals, chapters in several sociology handbooks, edited books and encyclopaedia in the areas of sociological traditions and/or social structure. Books include *Robert K Merton* (1987, Routledge) and *Social Structure* (1996, Routledge). He is actively involved in the Sociological Association of Aotearoa/NZ and the International Sociological Association's Research Committee on the History of Sociology, and is on the Editorial Board of *The American Sociologist*. Contact: charles.crothers@aut.ac.nz

Dr Nesta Devine

Nesta Devine is senior lecturer in secondary education and professional practice at University of Waikato. She has four children, two grandchildren and a propensity to collect junk. Nesta has collected degrees in English, History and Education, and a substantial history in secondary school teaching. She has a deep interest in education philosophy and policy, particularly in the theories which drive policy; the critiques of those theories offered by poststructuralist writers; and Māori and Pasifika ways of knowing and theorising; and has written on influences of neo-liberalism in education policy and classroom teaching, and on the philosophy of pedagogy. She is on the Editorial Board of *Educational Philosophy and Theory*. Her book *Public Choice and Education*, based on her PhD research, is to be published shortly by Greenwoods. She is currently researching, with Professor Tony Brown, the experiences of teachers of Pacific origin in New Zealand schools. Contact: nesta@waikato.ac.nz

Dr A.-Chr. Engels-Schwarzpaul

Tina Engels-Schwarzpaul has recently returned from Germany to take up a lecturing position at the School of Art and Design, Auckland University of Technology. A design practitioner since 1978, her

research is characterised by an interest in the culture of everyday life and the interfaces between theory and practice. Long-standing involvement with Treaty of Waitangi issues has led to a concern with cross-cultural relationships in art and design. The present article was written in Germany and situates the discussion of Heidegger's writing in a globalised setting: thoughts about the issues were developed in exchange with several people, especially Kingi Gilbert (Cambridge, UK) and Darrel Clarke (Auckland, New Zealand), via email and discussion forums. Tina has a chapter on ornamentation in *The Arts in Education: Critical perspectives from Aotearoa New Zealand* (Grierson & Mansfield, 2003); and is currently working on a book for publication with Peter Lang, New York: *Trading Images: Culture as Resource and Practice. Critical perspectives on appropriation*. Contact: tina.engels@aut.ac.nz

Associate Professor Elizabeth M. Grierson

Elizabeth Grierson is Head of Research at the School of Art & Design, Auckland University of Technology; and recently appointed Professor of Arts & Critical Theory, and Head of Art & Culture at RMIT University, Melbourne. Following her Masters in Art History (1991) and PhD in Education (2000), her research focuses on philosophy of education, visual art and culture, poststructuralism and globalisation. She is Editor of *ACCESS* and *ANZAAE* journals; on the Editorial Board of *Australian Art Education* (AIAE) and *Educational Philosophy and Theory* (Blackwell). Books include *The Arts in Education: Critical perspectives from Aotearoa New Zealand* (Grierson & Mansfield, Eds., 2003); *Nga Waka Conference Proceedings* (Eds., 2003); *New Zealand Women Printmakers Celebrating Suffrage Centennial* (1993); and a chapter in *Communities Across Borders: New immigrants and transnational cultures* (2002). She is National President of Aotearoa New Zealand Association of Art Educators; Fellow of the Royal Society of Arts, UK (NZ Chair); and Advisor to UK Global Studies Association. Contact: elizabeth.grierson@aut.ac.nz

Dr Mark Jackson

Mark Jackson received his PhD in architecture at the University of Sydney in 1994. His research was concerned with the epistemological grounds of orthodox histories and theories of architecture. Using the works of Walter Benjamin and Michel Foucault, it focused on the activation of an architectural figure by each, to pose a new horizon of questioning regarding the reading of architecture, with respect to an understanding of the grounds of modernity. The submission included a 48-minute film that achieved a documentary film award in Australia. Jackson has lectured at the Universities of Sydney and Adelaide, Australia, and is currently at Auckland University of Technology New Zealand. In 1996 he was a Visiting Scholar at MIT, Boston, and in 2003, Visiting Professor in the Faculty of Architecture, University of Karlsruhe, Germany. His research focuses on philosophy and architecture, with particular emphasis on ethics and architecture. Contact: mark.jackson@aut.ac.nz

Dr Janet E. Mansfield

Janet Mansfield is an art and music practitioner and educator with experience in primary and tertiary education. She has lectured at Auckland College of Education and has developed and taught courses on the philosophy and theory of the arts in education at University of Auckland and Auckland University of Technology. Her PhD (2000, University of Auckland), *The Arts in the New Zealand Curriculum from Policy to Practice* analyses the practical, philosophical and political implications of the new arts curriculum

in Aotearoa New Zealand. She is on the Editorial Board of *ACCESS*, *Australian Art Education* (AIAE), and *Educational Philosophy and Theory* (Blackwell); co-edited *The Arts in Education: Critical perspectives from Aotearoa New Zealand* (Grierson & Mansfield, 2003, Dunmore); and has recently completed a research project, *Researching Women* at Auckland University of Technology. Contact: j.mansfield@auckland.ac.nz

Emeritus Professor James D. Marshall

James Marshall was appointed Professor of Education at University of Auckland in 1989, and is now Emeritus Professor of Education. He has been a Visiting Professor at a range of universities, and has published widely on educational policy and philosophy, Continental philosophy and theory. Books include *Poststructuralism, Philosophy, Pedagogy* (Ed., 2004); *Education Policy* (with M. Peters, 1999); *Nietzsche as Educator* (with M. Peters & P. Smeyers, Eds., 1999); *Wittgenstein: Philosophy, postmodernism, pedagogy* (with M. Peters, 1999); *Discipline and Punishment in New Zealand Education* (with D. Marshall); *Michel Foucault: Personal autonomy and education* (1996); *Individualism and Community: Education and social policy in the postmodern condition* (with M. Peters, 1996); *Wittgenstein and Education: Accepting the challenge* (with P. Smeyers, 1995); and many other publications since 1980.

See: <http://www.vusst.hr/ENCYCLOPAEDIA/marshall.htm>

Maria O'Connor

Maria O'Connor lectures in theoretical studies in the disciplines of Spatial Design and Graphic Design, and provides postgraduate supervision to Masters and Honours candidates, in the School of Art and Design, Auckland University of Technology. She is currently undertaking PhD research, which focuses on an ontological questioning of sexual difference with respect to the genres (and laws) of literature and philosophy. This research topic has an underpinning concern for ethics in the realm of the performative (deconstruction). In respect to the domain of the ethical (and its question to, and of, *performativity* in language) the research has gained ground(ing) from both the philosophical writings of Emmanuel Levinas, Giorgio Agamben, Martin Heidegger and Jacques Derrida, and the literary-philosophical writings of Maurice Blanchot and Hélène Cixous. Contact: maria.oconnor@aut.ac.nz

Professor Michael A. Peters

Michael Peters is Research Professor of Education at the University of Glasgow and holds posts as Adjunct Professor of Education at the University of Auckland and Adjunct Professor of Communication Studies at the Auckland University of Technology, NZ. He is co-director of the (online) doctoral programme in education at the University of Glasgow; executive editor of *Educational Philosophy and Theory* (Blackwell); and co-editor of two international online-only journals, *Policy Futures in Education* and *E-Learning* (Triangle). He has research interests in educational theory and policy, and in contemporary philosophy. He has published over twenty books and edited collections in these fields, including: *Critical Theory and the Human Condition* (Eds., 2003); *Futures of Critical Theory* (Eds., 2003); *Poststructuralism, Marxism and Neoliberalism: Between theory and politics* (2001); *Nietzsche's Legacy for Education: Past and present values* (Eds., 2001); *Wittgenstein: Philosophy, postmodernism, pedagogy* (with J. Marshall, 1999); and *Poststructuralism, Politics and Education* (1996). See: <http://www.gla.ac.uk/%7Emap6p/index.html>