

### Srečo Dragoš

Srečo Dragoš, PhD in sociology, is a social worker and a professor of sociology at the Faculty for Social Work (University of Ljubljana, Slovenia). His main areas of interest are the general sociology, sociology of religion, social politics and social work. In the recent published work he has written about social inequality and social capital (in Slovenia), multiculturalism and social policy.

Dr. Srečo Dragoš, sociolog in socialni delavec, je predavatelj Fakultete za socialno delo na Univerzi v Ljubljani. Raziskovalno se ukvarja predvsem s področji splošne sociologije, sociologije religije, s socialno politiko in s socialnim delom. V zadnjem času se ukvarja predvsem z družbenimi neenakostmi, socialnim kapitalom (v Sloveniji), multikulturalizmom in socialno politiko.

### Dianne Gereluk

Dianne Gereluk is professor in Educational Leadership, Policy and Governance at the Werklund School of Education, University of Calgary. Her research examines normative aspects of educational policy and practice specifically related to politically contested and controversial issues in education. An overarching philosophical focus examines how educators can create the conditions for more robust political deliberation in an increasingly polarized civil society. She is author of *Education and Community* (Continuum, 2006), *Symbolic Clothing in Schools* (Bloomsbury, 2008), *Education, Extremism and Terrorism* (Bloomsbury, 2012), *Questioning the Classroom: Perspectives on Canadian Education* (Oxford University Press, 2016 co-authored with Christopher Martin, Bruce Maxwell, and Trevor Norris), and *Understanding School Choice in Canada* (University of Toronto Press, 2016, co-authored with Lynn Bosetti). Her edited book with Michael Corbett, *Rural teacher education in Canada: connecting land and people* (Springer) will be published in 2019.

Dianne Gereluk je profesorica na področju vodenja v vzgoji in izobraževanju, izobraževalnih politik in upravljanja na Werklund School of Education Univerze v Calgaryju. Njeno raziskovalno delo obravnava normativne vidike izobraževalne politike in prakse, posebej povezane s politično spornimi in protislovnimi vprašanji v izobraževanju. Krovna filozofska usmeritev proučuje, kako lahko pedagoški delavci ustvarijo pogoje za močnejšo politično razpravo v vse bolj polarizirani civilni družbi. Je avtorica knjig *Education and Community* (Continuum, 2006), *Symbolic Clothing in Schools* (Bloomsbury, 2008), *Education, Extremism and Terrorism* (Bloomsbury, 2012), *Questioning the Classroom: Perspectives on Canadian Education* (Oxford University Press, 2016 [soavtorji Christopher Martin,