



Inclusive Education Canada Associate

Tim Loreman

- **Professor of Education;**
- **President and Vice Chancellor, Concordia University of Edmonton.**



Bio

Tim Loreman, PhD., is Concordia University of Edmonton's 8th President and Vice Chancellor, taking on the role in January of 2017. He has been at CUE for 17 years as a Professor in the Faculty of Education, and during this time served in various roles including Dean of Research and Faculty Development, and Vice-President Academic and Provost. Before joining Concordia Dr. Loreman was on faculty at Monash University in Melbourne, Australia, where he completed his PhD. Prior to that he was an elementary and junior high school teacher in Australia and Edmonton. His active research interests include inclusive education, teacher education, and pedagogy. His research work has attracted funding from major local and international granting agencies and has been recognized in a number of awards from academic publishers and community groups. He was the recipient of Concordia's President's Research Award (now the Gerald S. Krispin Research Award) in 2016. In 2010 he was a Senior Visiting Research Fellow at the University of Bologna in Italy, and since then has also held visiting professorships at the Hong Kong Institute for Education and Queens University, Belfast. Dr. Loreman was founding editor of the International Journal of Whole Schooling, and completed a term as co-editor of Exceptionality Education International.

Interests

Pre-service teacher education, pedagogy, inclusive education in international contexts, resourcing inclusive education, measuring inclusive education.

Publications & Articles

Books:

Deppeler, J., Loreman, T., Smith, R., & Florian, L. (Eds.). (2015). *Inclusive pedagogy across the curriculum*. International perspectives on inclusive education. Bingley, UK: Emerald.

Forlin, C., & Loreman, T. (Eds.). (2014). *Measuring inclusive education*. International perspectives on inclusive education (Vol 3). Bingley, UK: Emerald.

Loreman, T. (2011). *Love as pedagogy*. Rotterdam, Netherlands: Sense Publishing.

Loreman, T., Deppeler, J.M., & Harvey, D.H.P. (2010). *Inclusive education: Supporting diversity in the classroom* (2nd Ed.). Sydney: Allen & Unwin. *Winner of the Exceptionality Education International peer-reviewed 'Book of the Year Award 2011'

Loreman, T. (2009). *Respecting childhood*. London: Continuum.

Selected book chapters:

Loreman, T. (2014). Special education in Canada. In A. F. Rotatori, J. P. Bakken, F. E. Obiakor, & S. Burkhardt. (Eds.), *Special education: International Perspectives*. (Series: *Advances in Special Education*, Vol. 28). pp. 33-60. Bingley, UK: Emerald.

Loreman, T. (2014). Teacher education, professional development, and student diversity. In J. Andrews & J. Lupart (Eds.), *Understanding and addressing diversity in Canadian schools*. Toronto, Canada: Nelson. pp. 187-215.

Loreman, T., Forlin, C., Chambers, D., Deppeler, J., & Sharma, U. (2014). Conceptualising and measuring inclusive education. In C. Forlin & T. Loreman, (Eds.). *Measuring inclusive education*. International perspectives on inclusive education. Bingley, UK: Emerald.

* *Outstanding Author Contribution in the 2015 Emerald Literati Network Awards for Excellence*.

Loreman, T. (2013). Canadian pre-service teachers and exclusion: Views and origins. In P. Jones (Ed.). *Bringing insider perspectives into inclusive teacher learning: Potentials and challenges*. Abbingdon, UK: Routledge.

Sharma, U., & Loreman, T. (2013). Systemic barriers to inclusive education. In P. Jones (Ed.). *Bringing insider perspectives into inclusive teacher learning: Potentials and challenges*. Abbingdon, UK: Routledge.

Loreman, T. (2010). A content-infused approach to pre-service teacher preparation for inclusive education. In C. Forlin (Ed.). *Teacher education for inclusion: Changing paradigms and innovative approaches*. Abbingdon, UK: Routledge.

Selected articles:

- Schwab, S., Sharma, U., & Loreman, T. (2018). Are we included? Secondary students' perceptions of inclusion climate in their schools. *Teaching and Teacher Education, 75*, 31-39.
- Bradford, B., & Loreman, T. (2018). Canadian preservice teacher views of inclusive physical education. *Australasian Journal of Special and Inclusive Education, 42*(1), 30-48. doi:10.1017/jsi.2018.4
- Sharma, U., Loreman, T. J., & Simi, J. (2017). Stakeholder perspectives on barriers and facilitators of inclusive education in the Solomon Islands. *Journal of Research in Special Educational Needs, 17*(2), 143-151. DOI: 10.1111/1471-3802.12375
*Top 20 downloads award for Journal of Research in Special Educational Needs for the period January 2017-December 2018.
- Loreman, T. (2017). Pedagogy for inclusive education. *Oxford Research Encyclopedia of Education*. DOI: 10.1093/acrefore/9780190264093.013.148
<http://education.oxfordre.com/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-148>
- Loreman, T., McGhie-Richmond, D., Kolopayvea, A., Tarenchenko, O., Mazin, D., Crocker, C., & Petryshyn, R. (2016). A Canada-Ukraine collaborative initiative for inclusive education in Ukraine: Participant perspectives. *School Effectiveness and School Improvement, 27*(1), 24-44. DOI: 10.1080/09243453.2015.1018912.
- Specht, J., McGhie-Richmond, D., Loreman, T., Mirenda, P., Bennett, S., Gallagher, T., Young, G., Metsala, J., Aylward, L., Katz, J., Lyons, W., Thompson, S., & Cloutier, S. (2016). Teaching in inclusive classrooms: Efficacy and beliefs of Canadian pre-service teachers. *International Journal of Inclusive Education, 20*(1), 1-15. DOI: 10.1080/13603116.2015.1059501
- Sharma, U., Loreman, T., & Macanawai, S. (2015). Factors contributing to the implementation of inclusive education in Pacific Island countries. *International Journal of Inclusive Education, 20*(4), 397-412. DOI:10.1080/13603116.2015.1081636
- Forlin, C., Loreman, T., & Sharma, U. (2014). A system-wide professional learning approach about inclusion for teachers in Hong Kong. *Asia-Pacific Journal of Teacher Education, 42*(3), 247-260.
- Loreman, T. (2013). Measuring inclusive education outcomes in Alberta, Canada. *International Journal of Inclusive Education, 18*(5), 459-483. DOI:10.1080/13603116.2013.788223.
- Loreman, T., Sharma, U., & Forlin, C. (2013). Do pre-service teachers feel ready to teach in inclusive classrooms? A four-country study of teaching self-efficacy. *Australian Journal of Teacher Education, 38*(1), 27-44. Available at: <http://ro.ecu.edu.au/ajte/vol38/iss1/3>

Consultation: Currently unavailable for consultancies.

Contact: tim.loreman@concordia.ab.ca