

Jeff Stickney, Lecturer at University of Toronto, has taught graduate courses in Philosophy of Education and courses for Philosophy teachers training in secondary education at the Ontario Institute for Studies in Education, and is currently teaching Social Sciences in the Master of Teaching Program. Senior author and consultant on the Grade 12 Ontario text, *Philosophy: Thinkers, Theories and Questions* (McGraw-Hill Ryerson, 2011), he also taught philosophy extensively at Bayview Secondary School (York Region, Ontario). Based on this experience, he has written on teaching Wittgenstein with adolescents. He recently co-supervised a Ph. D. dissertation in Philosophy of Education at University of Toronto (on Foucault) and is currently serving on a doctoral committee at York University (for a Wittgenstein-inspired dissertation). With Michael A. Peters, he recently coedited a fifty-chapter volume with forty-five authors from fourteen countries, entitled *A Companion to Wittgenstein on Education: Pedagogical Investigations* (Springer, 2017). Several participants in this years' BWS conference contributed to the major collection. With Nicholas Burbules, Stickney also coedited the Wittgenstein section in the *Encyclopedia of Educational Philosophy and Theory* (Springer, 2017; Chief Editor Michael A. Peters). Most recently Stickney coauthored with Michael A. Peters *Wittgenstein's Education: "A Picture Held Us Captive"* (2018) for the Springer Brief Series on Key Thinkers in Education, and a chapter for the *Cambridge History of Philosophy* (in press), "Philosophy of Education 1945-2010 and the 'Education of Reason': Post-foundational approaches through Dewey, Wittgenstein, and Foucault". Stickney presented at the Nordic Wittgenstein Society (Denmark, 2012), the 2015 PESGB *Gregynog Conference "Orientations Towards Wittgenstein"* (Wales), and organized panel discussions on Wittgenstein in 2016 for PES (Toronto) and PESGB (Oxford). Stickney did his doctoral dissertation on teacher inspection under the guidance of political philosopher James Tully, and (leveraged by thirty years of teaching and union activism) has written on the themes of judging teachers and contending math curricula from the lens of Wittgenstein's later philosophy. He has also been active in the lively discussion within Philosophy of Education around 'training' in Wittgenstein's later philosophy, which (to keep things in perspective) resulted in Stickney and Luntley humbly sharing a footnote in Andrea Kern's recent book on the *Sources of Knowledge* (Harvard University Press, 2017).