

Editorial: CJEP/RCAPE 185

Eliane Dulude, l'Université d'Ottawa
Paul Newton, & Dawn Wallin, University of Saskatchewan

We are pleased to present this issue of CJEP/RCAPE. By way of follow up from last issue's announcement of the introduction of a French language editor, we are continuing to develop the infrastructure to support French submissions and engaging the community of French-speaking scholars. We are hopeful to have French language articles published in the near future.

This issue presents the work of educational administration and leadership scholars from Newfoundland and Labrador to British Columbia. As well, the work contained in this issue reflects regional, methodological, and topical diversity highlighting the breadth of Canadian scholarship on educational administration and educational policy.

In the first article, Noel Hurley, Tim Seifert, and Bruce Sheppard report on a study that explored the relationship between professional learning community (PLC) practices and student achievement. The findings of the study suggest that PLC practices in the schools in the study have little effect on student achievement in reading.

Tracey Peter's article in this issue reports on a study that investigated the ways in which religious affiliation affects LGBTQ practices in schools. The data were drawn from a Canada-wide study of K-12 educators. The article concludes that professional development, visibility of LGBTQ people, and leadership are influential in promoting LGBTQ-inclusive education.

Ayman Massouti writes about rethinking inclusive education policy in Ontario schools. In his article, he proposes a conceptual framework drawing on the concept of policy enactment and Neo-Institutionalism theory. He concludes that such a conceptualization has the potential to better understand the ways policies are taken up at the school level.

The fourth article by Michael Holden and Julian Kitchen focuses on inclusion and admission rates for under-represented groups in Ontario teacher education programs. Their results demonstrate that Aboriginal applicant numbers remain low in Ontario teacher education programs. Similar findings are reported for students with disabilities, visible minorities, and "first generation students". The article concludes with recommendations for teacher education institutions.

Pamela Osmond-Johnson explores the discourses of teacher professionalism in teacher unions and provincial governments. She concludes that teachers' discourses of professionalism are "rooted in democratic notions of the teacher as learner, leader, activist, and policy actor". These discourses evolve alongside governmental and corporate discourses and interact in complex ways as part of a larger public discourse on the teaching profession.

In the final article, Fei Wang, Katina Pollock, and Cameron Hauseman explore the workload intensification of principals using Frederick Herzberg's seminal two-factor theory. In their study of Ontario prin-

cipals, they found that workload intensification can lead to increased levels of job dissatisfaction. They suggest that ministries of education should explore ways to increase job satisfaction through increased autonomy and control over decision making in the schools.

In addition to published research articles, we have two book reviews included in this issue. Vicki Squires reviews *Leadership: Theory and Practice* by Northhouse (2016), and Lois Kamenitz reviews the book entitled, *A Guide to Leadership and Management in Higher Education* by Fitch and Van Brunt (2016). Stayed tuned for issue 186 which will be our second annual review of books edited by Gus Riveros.

In closing, we would like to draw readers' attention to the call for proposals for the Special Issue for Canadian Cases: Issues and Challenges of Educational Administrators' Work Intensification edited by Patricia Briscoe and Catherine Whalen. This is an exciting and timely issue, and we encourage our scholarly community to consider contributing.