

**CJNSE/ RCJCÉ SPECIAL ISSUE INTRODUCTION**  
***Inclusivity in Education***

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Although the notion of *inclusivity in education* has only surfaced in the last 30 years within teacher discourse (Howard & Aleman, 2008), it has gained steady prominence as an international movement, garnering political, social, and legislative support throughout the world. In Canada, inclusivity has its fundamental legal basis in the Canadian Charter of Rights and Freedoms and remains an articulated principle in provincial education acts and policies (Hutchinson, 2010). The movement toward inclusivity in education is a response to the growing representation of diversity within our classrooms, schools, and communities. Inclusivity in education centers on the treatment, response, and integration of diversity within teaching and learning, making possible one's human right to be different. Hence inclusivity is one of the most fundamental and critical issues facing education today.

Given the importance of inclusivity in education, in this Special Issue of the Canadian Journal of New Scholars in Education we present five articles that engage inclusivity from different perspectives. In the first article, Kerry-Ann Escayg explores issues impacting diversity within the teaching workforce arguing that pre-service teacher education admission policy serves a critical role in promoting a culturally diverse teaching profession. In the second article, Vicky Maldonado offers a theoretical framework for considering the relationship between students' ethnic group differences and their educational attainment. The third article by Maria Gordon encourages us to consider the voices of students in constructing inclusive educational practices within classrooms and schools. Mindy Carter, in the fourth article, suggests a specific literary practice as a space for understanding diversity and identity. Finally, Musembi Nungu engages us in an exploration of the myths and realities of universalizing access to primary education Kenya. As a collection, these articles highlight the complexities associated with inclusivity in education and point to promising policies, practices, and theoretical directions for the field. As such, it is my hope that this Special Issue will not only contribute to the growing body of literature supporting inclusivity in education but that it will also serve to invigorate continued research and practice in this area.

This Special Issue is the result of a lot of hard work on the part of authors and volunteer peer editors. I would like to thank the following individuals for reviewing, mentoring, and copyediting the articles in this issue: Danielle Beckett, Doris Jeannotte, Hayley Price, Pavan Malreddy, Natasha Hudson, Lisa Starr, Jessica Toste, Melodie Wilson, and Vetta Vratulis. It is with great pleasure that I present this Special Issue and trust that it will provoke your thinking on issues of inclusivity in education!

## References

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