

Justice in Education: A Persistent Pursuit

Amirhossein Rasooli, Queen's University, Canada

Justice is a persistent pursuit in educational research and practice. Justice research leverages multiple perspectives and methods to address the multidimensionality, complexity, and diversity of challenges and issues in education. With the recent 21st century social movements toward equity in education for Black, Indigenous, and People of Color, coupled with the increasing inequality in student access to educational resources and additional gaps in achievement due to COVID-19 impacts, the need for justice research in education is even more critical. While the challenges for upholding justice in education are constantly evolving in response to shifts in societal conditions, structures, and values, the creative engagement of emerging scholars in investigating these challenges is promising for a more just educational system. In this issue, Canadian Journal for New Scholars in Education (CJNSE) prides itself in housing deep and varied engagements of emerging scholars in tackling contemporary issues of justice and student achievement in multiple arenas of education in Canada and internationally. Such scholarship in partnership with work in other spheres of academy and society is working towards a more equitable and just educational system and society.

In This Issue

This issue includes seven articles. **Van Beers** leverages poetic autoethnography to interrogate the support systems for mental health within a higher education context in Canada. The author provides a deep and engaging account of personal reflections and experiences of mental health support and calls for institutional policies that consider mental health and well-being as a collective issue rather than the solitary one.

Given the transfer of education to online learning spaces due to COVID-19 pandemic and associated challenges for graduate students, **Guest et al.** outline the reflective experiences of the 2019 PhD student cohort in examining the ways in which COVID-19 has impacted students' learning and well-being. Situated within the Faculty of Education at University of Ottawa, the authors present thoughtful representations of their feelings and adjustment conditions to accommodate to the demands of the online learning.

In a similar vein but in the Faculty of Education at the University of Calgary, **Campbell, Pethrick, Gilbert, Arshad, and Turner** offer an innovative notion of 'cohort community' as a viable mechanism for graduate students to consider in an aim to thrive in a digital realm provoked by the COVID-19 pandemic. Using duoethnography, the authors provide a detailed description of the potential benefits and challenges for a successful iteration of 'cohort community.'

Given the use of the results of high-stakes tests for multiple purposes including immigration decisions, **McLeod** questions what procedures and evidence exist to warrant such multiple uses of test results. The author provides an interesting review of three procedures for test retrofitting with case examples that examine the potential uses of tests for a purpose different from the one initially constructed for. The author contends for additional publicly available evidence for the validity of the use of high-stakes tests for multiple purposes.

Ryan provides a provocative reflection on personal observations and experiences of Wood Buffalo (Alberta) residents during and after the 2016 Horse River Wildfire. The author considers how this incident impacted the life stories of residents and their recovery in relation to this place as a basis to inform a curriculum of resilience.

Li and Doyle present an engaging historical review of the underpinning components of 'reading fluency' for English language learners. They discuss automatic word reading and prosody, and their interrelationships in influencing reading fluency and suggest additional avenues for research in this area.

Sohrabi and Maich present a case study investigation of social skills development in bilingual preschoolers. The results of this study showed that the major reason for exclusion of bilingual preschoolers in group activities results from their language barriers. These preschoolers' language development is further impacted by their negative emotions evoked by interactions with other children. Early Childhood Educators were found to play a key role in promoting bilingual preschoolers' social skills.

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Authors

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ABOUT THE AUTHOR

Amirhossein Rasooli: Amir is a doctoral candidate in Education at Queen's University. His research focuses on examining fairness and equity in assessment and education contexts. His doctoral dissertation leveraged mixed-methods and developed the Classroom Assessment Fairness Inventory to investigate Ontario-based students' perceptions of fairness in assessment in relation to their secondary school experiences and associated impact on their psychological and behavioral outcomes.