Inclusionary Education: Fostering Belongingness & Changing Classroom Practices

Harrison Campbell, Werklund School of Education, University of Calgary, Canada
Aide Chen, Faculty of Education, Western University, Canada

Educational research has always been a complex field of multidisciplinary scholarship; however, that complexity has only grown in recent years as educators attempt to make their classrooms and research more responsive to increasing diversities. Central to the acknowledgement and support of increasing diversities is the development of teaching and learning spaces which foster a sense of belongingness.

Educational researchers are taking up this call to action through unique combinations of methodological thought and research modalities to address multifaceted research questions. These questions explore theory, classroom practice, and policies that affect education in Canada and around the world. The Canadian Journal for New Scholars in Education (CJNSE) is delighted to share our Spring 2022 publications which help to portray the wide array of educational research issues that graduate students in Canada are investigating.

As reflected in the diversity of scholarship in this issue, CJNSE provides its readership with multiple research outputs that can provoke intellectual conversations around each of our core topic areas. Key themes in this Spring Issue contain teachers' reflections and lived experiences, the expressed needs of culturally diverse students in Canada, and the celebration of ethnographic, appreciative, and Indigenous methodologies.

In This Issue

This Spring 2022 issue includes thirteen articles:

Yossra Othman contributed a literature review entitled *Immigrant Teachers in Canadian Classrooms: Internationally-Educated Teachers' (IETs) Experiences Navigating the Profession as Newcomers: The Sweet and Sour Journey of (Re) becoming Teachers in Canada*. Within her paper, previously published studies on IETs experiences in Canada are reviewed, with IETs' five professional challenges critically discussed. The author also reconsiders the existing Canadian credentialing process for IETs and calls for the use of a more personalized approach to assessing IETs' qualifications.

Ellen MacCannell, Aron Rosenberg, and Vanessa Gold contributed a research article entitled *Reflections on Dimensions of Educational Change: Lessons from One School Using Design Thinking as a School Reform Process*. Within their paper, the authors try to gain deep insights into why a Canadian secondary school withdraws from an educational change initiative that focuses on design thinking. This case study reports three areas of concern that may have impeded the given educational reform.

Haojun Guo contributed a book review entitled *Multilingualism and Translanguaging in Chinese Language Classrooms*. Within her paper, a thorough evaluation of the target book's strengths and limitations is provided. Equally important, this review details how the ideas of multilingualism and translanguaging in Chinese language classrooms can be used to inform Canadian educational practices.

Shezadi Khushal contributed a book review entitled *Indigenous Epistemology in a Digital Age*. Within her paper, the reviewer draws on extensive evidence from the book chapters to describe the extent to which Indigenous knowledges are produced, mobilized, and protected in contemporary online spaces. In addition, the reviewer identifies the usefulness of the book to educators and researchers alike and highlights the need to celebrate Indigenous voices both within and beyond Indigenous communities.

Delphine Tremblay-Gagnon, Cecilia Borges, and Maurice Tardif contributed a research article entitled *Between Education Training and Teachers Work, the Knowledge of Students*. Within their paper, Quebec teachers' knowledge about their teaching practices and interactions with their students is explored. Research findings show 13 specific

categories of teachers' knowledge about students and the importance to teach some, if not all, of the identified knowledge in teacher education programs.

Rahmawaty Kadir contributed a position paper entitled *Ted Aoki's Curriculum Perspectives and Their Implications for Indonesian EFL Teaching*. Within her paper, the lens of lived experience curriculum by Ted Aoki, a Canadian curriculum scholar, is used in an attempt to transform English language teaching in Indonesia, where national curriculum has stayed centralized for a long time and discourages teachers' own experiences and knowledge in teaching.

Julianne Gerbrandt contributed a position paper entitled *Systemic Barriers to French Immersion in New Brunswick*. Within her paper, systemic barriers to French Immersion schooling in Canada are examined using the perspectives of Bourdieu and Passeron. This paper aims to make visible the hidden social forces that predetermine one᾿s likelihood of access and success in such programs, and to foster a paradigmatic shift in conceptualizing what constitutes a good candidate for French Immersion studies.

Shamiga Arumuhathas contributed a position paper entitled *The Dislocated 'Outsiders' Within International Canadian Higher Education*. Within her paper, the internationalization of Canadian higher education is explored through the lens of racialized international students' experiences during decolonization initiatives. This is done to explore if internationalization efforts are enriching or exploiting international students' experience of belongingness in Canadian post-secondary institutions.

Yina Liu and Emma Chen contributed a research article entitled *Embracing Multiple Roles: What We Learned about Graduate Students' Well-Being in this Pandemic*. Within their paper, the shift to remote work and study, due to the COVID-19 pandemic, is explored as it relates to major lifestyle adjustments. Specifically, this article uses autobiographical narrative inquiry to tell the stories of two Ph.D. students to demonstrate the complexity of graduate life and to position well-being as occurring beyond the strictly academic space within a post-pandemic context.

Melissa Dockrill Garrett contributed a literature review entitled *Applying Appreciative Inquiry to Research in the Field of Inclusive Education*. Within her paper, inclusionary educational models are explored in the literature as they relate to a Positive Psychology lens. The application of Appreciative Inquiry is positioned here as allowing for active participation, collaboration, co-construction, and an appreciative focus on "what is good" and "what works well" in current practice.

Antik K Dey contributed a research article entitled *Culturally Responsive Leadership: A Framework to Merge Eastern and Western Educational Philosophies*. Within this paper, the dynamics and epistemological challenges of delivering a Western (Canadian) curriculum, from the Deweyan lens, in an East Asian schooling context, are explored. This article employs a self-study research methodology to demonstrate how the four pillars of the Culturally Responsive Leadership (CRL) framework can enhance cultural exchange opportunities. The idea of a culturally humble educator is explored here – specifically through trying to understand how to counteract biases and continue to promote cross-cultural understandings.

Jaime Alvaro Paredes Paez contributed a literature review entitled *Why did Ethnography cross the border?* Within his paper, ethnography is positioned as fundamental to qualitative research, and literature inspired by the work of Denzin and Lincoln is used to develop this narrative. This review is intended to serve as an invitation for researchers to read and narrate their own experiences in order to better understand the complexities of relationality.

Christina E. Perry contributed a position paper entitled *Building Community in Culturally Diverse Classrooms at University*. Within her paper, internationalization strategies, as they relate to recruitment and enrolment, are explored in relation to Canadian post-secondary institutions. Classroom inclusivity becomes all the more important as our student base becomes increasingly diverse so the role that post-secondary instructors play in fostering this belonging is conceptualized here through a discussion of equitable learning environments that reflect cultural relativism, and employ inclusive teaching methods.

Acknowledgments

ABOUT THE AUTHORS

Harrison Campbell, BE.d, MA: Harrison Campbell is a Doctor of Philosophy Candidate at the Werklund School of Education, University of Calgary. His area of scholarship explores the use of theatrical conventions, such as process drama, in understanding secondary student experiences of literacy. His PhD research has been generously funded by The Social Sciences and Humanities Research Council of Canada, through the Canada Graduate Scholarships (CGS Doctoral), and The Killam Trusts through the Izaak Walton Killam Doctoral Memorial Scholarship. His MA research titled *Finding What is Real By Making Believe: Performing Student Literacy Experiences* has also been awarded the 2022 Arts Researchers & Teachers Society Outstanding Publication Award.

Aide Chen, BA, MPEd, MA: Aide Chen is a Doctor of Philosophy Candidate at the Faculty of Education, Western University. His main research interests include applied linguistics, second language acquisition, language teacher professional development, identity construction and change, and critical approaches to multilingual and multicultural education. His Ph.D. research explores nonnative English language teachers' early career anxieties and resilience in post-pandemic times.