

# Editorial

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## Exploring Intersectionality

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One of the most exciting dimensions of this journal is its coverage of diverse topics in education and the intersectionality of scholarship within and among published articles. As editors, in each issue we look for compelling and rigorous research that stretches our understandings of the ways education relates to theory, policy, practice, and human experience. This issue is a prime example of how Canadian education scholarship explores intersectionality—historical, political, cultural, personal, social, practical, theoretical—to provoke new insights into teaching and learning across contexts. The Ontario Human Rights Commission (2001) outlines ways that these factors and particular contexts recognize “the unique experience of the individual based on the intersection of all relevant grounds,” allowing the study or understanding of particular instances of oppression and discrimination. More broadly here, the intersection of ideas, narratives, methods, and scholarship demonstrates how traditions ought to be challenged and how stakeholders hold varying perspectives, how knowledge can be constructed differently, and how experiences can be shared.

Cutrara considers the relationship between the recommendations of the Truth and Reconciliation Commission (TRC) and the current state of history education in Canada. History education across the country and globally has shifted from teaching ‘the past’ to teaching students how to think about how history is constructed, understood, and examined. Curriculum reforms have invoked Peter Seixas’ seminal work, which has a sphere of

influence far beyond the Canadian context, implicitly as well as explicitly, concentrating on historical inquiry rather than on the memorization of dates, names, and places. Yet the framework outlined to define and circumnavigate what historical thinking entails is largely derived from western epistemologies and notions of history. Herein lies the problematic. The TRC's Calls to Action demand decolonizing historical narratives and challenging the epistemological foundations of history education, in which historical thinking is embedded. The paper confronts history educators with a notable challenge: How ought we to proceed with the way that we look upon our past? Is it possible to Indigenize social studies and history using concepts that are potentially antithetical to Indigenous ways of knowing and yoked to the ways of thinking that evoke a colonial grammar? These questions ought to call curriculum scholars, teachers, and curriculum developers to attention, regardless of discipline and subject.

Stover and Pelletier examine the intersection between educational policy and parenting. They found that in the midst of Ontario's transition from half-day to full-day kindergarten, parents in either stream reported no significant differences in the amount or degree of hassles faced daily. Still, and quite logically, parents who are employed full-time but have their children enrolled in half-day kindergarten programs faced more challenges than the rest. Somewhat more curiously, gender, education, and language were not significant factors in the reporting of daily hassles, defined as a means of evaluating parenting stress, psychological well-being, and mental health. The paper is an exemplar of the continual need to implement school policies with sound philosophical and evidence-based principals, but also of the need to evaluate these policies systematically and rigorously in order to understand the extent to which they are addressing the concerns that justified their implementation. Such work, if done nationally and internationally, will help sustain a conversation among researchers, policy makers, and educators about why schools function the way they do and how they ought to function.

Morrison's study explores the factors that shape learning as student engage in e-textiles as part of their schooling experiences. Situated within the emerging makerspace culture developing in making educational contexts, this paper intersects contemporary pedagogies of electronic textiles—fabric artifacts including computers and other electronics artifact—with students' diverse learning needs. The researcher notes that such pedagogies allow for responsiveness to diversity, finding that students require different supports in the learning process and that choice and making with purpose were consistently

important factors for student engagement and learning. Given Morrison's findings, and the potential value of makerspaces for learning, she calls for continued professional development in supporting teachers' uses of these forms of pedagogy, not solely as extra-curricular opportunities, but as primary learning sites within classroom activities. In *Contributing to Children's Early Comprehension of Emotions: A Picture Book Approach*, LaForge, Perron, Roy-Charland, Myriam Roy, and Carignan explore the value and use of shared book reading and picture books on children's early comprehension of emotions. The researchers effectively position their research in relation to tensions of biological and environmental developmental factors that shape children's early learning. Through their control-based study of eighteen preschoolers, we see that a shared reading approach can positively contribute to the development of emotional comprehension in our children. Most importantly, this approach does not require special training, expertise, or an abundance of resources. Instead, this research attunes us to the value of simple pedagogies predicated on relationships, sitting with, and sharing of a learning experience.

In reading through these and the other articles in this Issue, we are able to make connections between texts and with our own experiences of teaching and learning; to find intersections that help us bring new understandings to what we do, or what we might do. These articles provide a basis for our continued growth and development as educators and researchers, and we hope that you find equal value as you read them and make connections to your own experiences and work.

## Reference

Ontario Human Rights Commission. (2001). *An intersectional approach to discrimination: Addressing multiple grounds in human rights claims*. Toronto, ON: Author.