

# Editorial

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## Must Read

Theodore Christou and Christopher DeLuca  
*Queen's University*

In reviewing articles for the *Canadian Journal of Education*, each reviewer is asked to indicate whether or not an article is a compelling, 'must read' paper for educational researchers or practitioners in Canada. By compelling we mean that published articles must challenge our current thinking through novel findings and insights. Authors must question existing educational structures and practices and present innovative conceptualizations for a way forward in Canadian education. As Canada's national journal in education, we believe that our published articles should be important for all Canadian educational researchers, practitioners, and others with a vested interest in education — that they are must read articles. The articles in this issue of the *Journal* are no different. Accordingly, we invite you to engage with each of these texts as a way to provoke, challenge, and broaden your thinking about Canadian education.

Guided by the Anishinaabemowin language, the Medicine Wheel, and the Seven Grandfather Teachings, Morcom and Freeman explore the meaning of reconciliatory education in relation to the TRC's Calls to Action. Specifically, in describing modifications and implications for a teacher education program, they challenge our very notion of what 21st century pre-service programming can and should look like. Further addressing calls

for reconciliation, Schaeffli and colleagues examine what first-year university students know about indigeneity and First Nations, Métis, and Inuit peoples. Taken together, these two articles provide key information about what needs to be taught in university programs and how teachings should unfold. Alaca and Pyle turn our attention to the kindergarten classroom, yet in a similar way, call us to reconsider the cultural underpinnings of pedagogy in early years learning. The article examines how kindergarten educators implement culturally responsive teaching practices with an important and consistent emphasis on creating open communication between students, educators, parents, and families. Budrow and Tarc unpack the necessity for cultural, personal, and professional competencies further within the context of educators who intend to teach aboard – a growing phenomenon for Canadian-educated teachers. Highlighting yet again the need for cultural sensitivity, this paper reminds us that teaching, in any context but particularly in international school settings, requires attending to the cultural milieu of classrooms and society. Teaching is far more than just teaching. This statement is epitomized in de Britto's article, where she presses the issue of an educator's right to free speech and considers how country and context might mitigate or enable this human right.

The articles published in this issue are compelling pieces of educational research. Each provides us with critical insights related to important and contemporary facets of Canadian education. Although the authors address different educational contexts and topics, they maintain consistency in themes related to reconciliation, cultural sensitivity, the need for open communication, and an educational imperative for human rights and expression. As editors, we believe these themes and the insights gleaned from these papers push our thinking forward and provoke us toward more progressive and innovative responses to the current challenges faced within our educational systems. In short, these are all must read articles.

