

# Éditorial/Editorial

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In 1945, Orwell penned these words: “All animals are equal, but some animals are more equal than others”. If we substitute the word peoples for animals, the statement then reads, ‘All peoples are created equal, but some peoples are more equal than others’. The revision of this statement reverberated time and again in my heart and head as I read and reread the submissions that contribute to this volume of the Canadian Journal of Education. Specifically, the writings of Tessaro, et al., Doria, et al., and Sallalffie, et al. focus on aspects of Indigenous education while the writing of Birioukov and that of McLeod and Boyes focus on aspects of the Canadian educational setting that can marginalize or disengage students.

Tessaro, D., Landertinger, L., & Restoule, J-P., in their paper entitled *Strategies for teacher education programs in support of Indigenous teacher employment and retention in schools* reinforce the all too familiar themes of a chronic shortage of Indigenous teachers and a chronic understaffing of Indigenous schools. Not surprising, the presence of Indigenous teachers is essential in remote Indigenous communities not only as role models for the youth but also as an activists in community leadership.

The British North America Act of Canada “essentially created dual systems of education and health, one for provincial citizens and one for First Nations” (Battiste, 2013, p. 52). Over time, authorities sought to address the inequities of the dualistic system, especially education, by introducing a program of integration. But as Battiste (2013) points out, “The idea of absorption into the Canadian fabric was integration, although this was not equal participation, just equal to one’s status at the bottom of the class system” (p. 54).

It is against this historical backdrop of Eurocentric or settler inequality, carried over into Western teacher education programs, that the authors of this paper surveyed fifty Teacher Education Programs (TEPs) in Canada, Australia, New Zealand, and the United States to identify effective professional and pedagogical practices to address the

chronic needs of Indigenous peoples, especially pre-service teacher employment and retention of Indigenous teachers. The authors determined that real systemic change required creating more employment opportunities for Indigenous pre-service teachers, identifying community needs with Indigenous peoples and developing collaborative practicum placements, and TEPs working with various levels of government (including Indigenous Communities) to provide the funding and expertise to ensure ongoing professional and pedagogical support to Indigenous schools and their teachers.

In their article, Doria, N., Biderman, M., Sinno, J., Mackley, M. P., & Bombay, A., focus on the second dualistic system created by the BNA that of health. The title of their article is self-revealing: *Barriers to including Indigenous content in health profession curricula*. The authors assert that Canadian Indigenous peoples face continued health care inequalities and inequities despite evidence that confirms a pattern of well-established increased negative risks for various health outcomes among Indigenous peoples. Part of the solution in the view of the authors is to indigenize professional health care curricula at the post-secondary level. The authors conducted research with faculty, health professionals, and students with primary data gathering coming from semi-structured interviews conducted with 35 faculty at one large Canadian university from various health disciplines.

In their research they identified four principal barriers that needed to be overcome: the limited number and overburdening of Indigenous faculty; the need for non-Indigenous faculty training and capacity; the lack of oversight and direction regarding curricular content and training approaches; and, the limited amount of time in curriculum and competing priorities. Addressing these barriers is perceived to be key to preparing learners to provide equitable health care for Indigenous peoples.

The article by Sallaffie, M., Cherba, M., Healey, G. K., & Penny, J. is entitled *Survey of Nunavut post-secondary students: Determinants of school completion, post-secondary education, and education success*. Sallaffie, et al. establish that little research has been conducted regarding Nunavut students' perceptions of their self-determined determinants of success. They involved ninety-one post-secondary students in an online survey that sought to identify factors that affect secondary school completion, post-secondary education, and educational success. Their findings revealed a complexity of factors negatively influencing educational success for Nunavut students including a lack of support needs for individual students, a lack of identifying and understanding of the role for parents and that of teachers, and a lack of collaboration and vision for educational success in the communi-

ty. The study also emphasized the widening gap between Nunavut secondary students and their counterparts in the Canadian provinces because of funding delivery and distribution. American writer, Terry Doran (2021) penned an article entitled *All men may be created equal, but some are more equal than others*, and stated, “The poor serve a purpose: They give a lot of us someone to feel superior. ... Superiority breeds entitlement, which breeds contempt” (np). Sallaffie, et al. do not speak of contempt but they do emphasize the hegemony of ineffectual political action and recommend increased financial support and more importantly, mental health support, for Nunavut secondary students if they are to fully experience educational success at the secondary and post-secondary level.

Birioukov in his article entitled, *Absent on absenteeism: Academic silence on student absenteeism in Canadian education* addresses the lack of research among Canadian universities regarding the increase in absenteeism among school-based students. He points out that absenteeism is linked to negative educational consequences and is a growing issue nationally and internationally. Internationally, several universities are studying factors that influence absenteeism in an effort to reduce it or eliminate it; but, not so in Canada. Birioukov concludes his paper by issuing a call to Canadian Faculties of Education to begin the work of creating a research-base of studies focused on Canadian absenteeism.

The fifth paper in this issue of CJE, written by McLeod & Boyes, and entitled, *The effectiveness of social-emotional learning strategies and mindful breathing with biofeedback on the reduction of adolescent test anxiety* emphasizes the importance of educational programs that incorporate social emotional learning (SEL) strategies, study skills, and mindful breathing using biofeedback can have in helping adolescents decrease worry and social stress. Using both quantitative and qualitative methodology, the research conducted in this study reveals that the benefits of the implementation of these triadic strategies are increased test preparedness, lower levels of test anxiety, heightened self-efficacy, and improved academic performance. In their conclusion, the authors posit that the inclusion of SEL practices in all K-12 curricula will provide students with additional strategies and techniques to effectively develop social-emotional skills needed to ensure academic performance in an everchanging social and educational environ.

Each of these articles and their writers from their unique perspectives emphasize that given equal and equitable access, education for children to adults, from Junior Kindergarten to post-secondary, can prepare them for a totality of life and living where ‘every child matters!’

### References

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