



Accommodating All Students: Instruction through a Social Justice Lens

Guest Editor:

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Message from the Guest Editor

Dear Colleagues,

We were confronted with a spectrum of social injustices that continue to tear apart individuals and groups to this day. Within the field of education, developing dialogue to learn and then address these social injustices is fundamental to our work as teachers, researchers and educational administrators. In this Special Issue, we intend to open dialogue regarding social injustices in education, inviting discussion on a personal, group and institutional level regarding the unfairness of some practices and of how the scales can now become more balanced. We intend to illuminate areas of concern, but to also proactively suggest strategies to address the inequities that divide education. As a researcher and practitioner in the field, we invite you to contribute your thinking through autoethnographies, case studies, ethnographies and empirical studies, which spotlight previous injustices and also consider ways to ameliorate and enhance educational systems of the future. Submissions could include an examination of social injustice embedded with the curriculum, with a focus on decolonising the curriculum by facing the challenging behaviours of previous unjust hierarchies.





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Message from the Editor-in-Chief

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