

# Éditorial/Editorial

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## **The Eclectic Culture of Education**

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Culture impacts each one of us from the time we are born until our last breath. It surfaces in our emotions, language, thoughts, and spirit. Culture pervades our beliefs and is difficult to alter as we recall the way it was, or has been in our society, schools, and way of life. There is a dominant culture wherever one lives, and it is this aspect of culture that instigates tension in society. Each day as we live, work, and play, culture is tacit in our perspectives, actions, and deliberations.

Education culture is present in meetings, policy, praxes, and the school community as we interact with stakeholders; and being mindful of culture can help us improve relationships. This is apparent in this edition of the *Canadian Journal of Education* where Morin and Guikas illuminate the interaction between teachers and children who have intellectual disability and who display challenging behaviours. Education with its cultural underpinning allows these researchers to look at specific contexts in an informed and distinct manner.

Morin and Guikas describe special education teachers' responses to challenging behaviours while noting teachers' emotional reactions to, and understanding of, challenging behaviours within the school culture. Noteworthy differences between reported and observed behaviours of teachers surface as some teachers prefer verbal interventions while others use planned ignoring, which underscores entangled emotions, attributions and behaviours within this cultural milieu.

In another article, authors Mitton and Murray-Orr scrutinize the impact of culturally relevant middle school pedagogy to clarify evidence of academic risk-taking in culturally and economically diverse Nova Scotia classrooms. The researchers investigate support

for the underserved, especially African Nova Scotian and Mi'kmaq learners, and learners who experience poverty. The authors identify rural schools that have enabled students to succeed by creating conditions where students felt able to take risks academically within culturally relevant pedagogy.

Education as culture, a popular theme presently, can be further accessed in an article that details the challenges and barriers behind successful refugee parental engagement in their children's schools. Contextualized within a Literacy, English and Academic Development program, Syrian and Iraqi Arabic-speaking families, teachers, and settlement workers, as it turns out, would be best served via a culturally responsive model for parental engagement within the context of home-school-community collaboration.

Langille and Green deepen the look into culture and education by suggesting that little is known about the **Multisensory Phonics Program (MSPP)** in Teaching English as an Additional Language. The authors suggest a connection with English language learning and the notable advantages of MSPPs and ELL instruction. Culture is often linked to language; hence the need to examine a Multisensory Phonics Program in Teaching English as an Additional Language especially considering increased numbers of English language learners (ELLs) in Canadian schools. Many educational stakeholders seek ways to promote reading improvement. Positive support for phonics instruction in reading and the importance of form-focused instruction (FFI) in English language learning offer the multisensory phonics programs (MSPPs) that appear to be effectual within a learned culture.

Authors Campbell, Peter and Taylor looked within the educational culture for educators' reasons for not practicing 2SLGBTQ-inclusive education. Educators' self-reported reasons for not addressing 2SLGBTQ+ topics in their schools relate to barriers that prevent educators from engaging in 2SLGBTQ+-supportive practices. The most common reason was a lack of training/resources and general fear of opposition whereas the opposite was also true.

Linked together these articles shed light upon the eclectic culture of education in Canada.