

## **Editorial Introduction** **Maren Elfert and Lynette Shultz**

The current issue of *Journal of Contemporary Issues in Education* includes three articles and three book reviews. The articles collectively speak to significant issues facing educators and how changes in policy are needed to impact practices. The first article by Lovemore Sibanda, “Zimbabwe Language Policy: Continuity or Radical Change?”, critically examines the language policy in Zimbabwe after independence from Britain in 1980. Drawing on theories of decoloniality, Sibanda argues that the current language policy is a continuation of the colonial period and makes recommendations for a language policy that would represent a disruption of Zimbabwe’s colonial past. The second article by Michelle Lam, “Effects of Canada’s Increasing Linguistic and Cultural Diversity on Educational Policy, Programming and Pedagogy”, also addresses language and policy issues, from a Canadian perspective. Lam argues that changes are needed in policy and pedagogy to reflect the increasing diversity and multilingualism in Canadian classrooms. Building on a discussion of the shortcomings of current trends in policy and practice, Lam presents promising multilingual and multicultural pedagogical approaches for the consideration of teachers and policy-makers. The third article by Tanya Surette, “Too Scared to Teach: Secondary Students’ Insights into Educators Silencing and Stigmatizing Gender and Sexual Diversity in Public Schools in Alberta, Canada”, discusses schools’ and teachers’ handling of sexual and gender diversity. Drawing on interviews with secondary school students in rural Alberta, Surette argues that avoiding discussions about gender and sexual diversity and “maintaining a heteronormative classroom” not only stigmatizes gender and sexual minority students but impedes important learning opportunities.

The issue also includes three book reviews: Negar Khodarahmi reviewed *Creativity and Making in Early Childhood: Challenging Practitioner Perspectives* by Mona Sakr, Bindu Trivedy, Nichola Hall, Laura O’Brien and Roberto Federici; Cara Castelnock reviewed *Organization Theory for Equity and Diversity: Leading Integrated, Socially Just Education* by Colleen A. Capper; and Iris Lamb and Adam Fell reviewed *The Smartest Kids in the World and How They Got That Way*.

We thank all our authors and reviewers for their contributions.

Our next issue, published in the Spring 2020, will be a special issue on “Critical Library and Information Studies”, guest-edited by Toni Samek and Carolin Huang, University of Alberta.

We wish you Happy Holidays and a Happy New Year!

Maren Elfert and Lynette Shultz