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Editors' Letter V11 N1

In Volume 11 Issue Number 1 of the Berkeley Review of Education, we present a set of articles that intervene in how we understand teaching in culturally and linguistically diverse classrooms; literacy development in the home; and empathy as a critical measure for organizational justice. This issue takes the readers across contexts—the classroom, the home, and schools as organizations—as the authors raise important questions about how teaching and learning are yoked to questions of criticality and diversity; present knowledge and possibilities in home literacy development; and the intersection of measurement and justice in schools.

In the first article, “[Critical] Multilingual and Multicultural Awareness in the Pedagogical Responsiveness of Literacy Educators,” the authors bridge concepts from two different bodies of literature—critical multicultural awareness and critical multilingual awareness—as a lens to analyze the pedagogical practices of five literacy teacher educators with a research-practice partnership. Drawing from scholarly personal narratives and classroom observations, the authors analyzed the factors that shaped when [critical] multilingual and multicultural awareness was reflected in the pedagogical responsiveness of literacy teacher educators and the elements of the partnership that supported teacher awareness. This study provides insights on how Research Practice Partnerships can be used as a basis to address diversity in schools, through the case of cultural and linguistic diversity in literacy education.

In the second article, “Contextual Support in the Home for Children’s Early Literacy Development,” the authors synthesize the literature on children’s literacy development prior to school enrolment, illuminating what is presently known, future directions for research, and challenges faced by researchers within the field. The authors’ synthesis provides insights on the extent to which conceptualizations of home literacy and measurement limitations can be expanded to shape research agendas that help us more fully understand what factors prior to school enrollment place children on the path to literacy learning.

In the third article, “Development and Validation of an Empirical Instrument to Assess Empathy Driven Organizational Justice Systems in Schools,” Roy explores the relationship between empathy and justice, arguing that a necessary precondition to nurturing positive school climates is the extent that students perceive their schools to be just and fair organizational justice systems. Drawing from a random sample of 171 students attending schools in India, Roy develops and validates a scale to measure *empathic organizational justice*, including three subscales—equality, respect, and positivity. In this study he finds that these dimensions can be used to significantly predict a student's perception that their teachers and school leaders care for their well-being. Thus, the instrument provides a promising new tool to help researchers and practitioners measure the empathic nature of school systems and support the empirical evaluation of social justice efforts in schools.

As we continue moving through an era marked by heightened uncertainty and disruption, the articles in this issue offer critical insights into how we might reimagine a new normal where educators engage with students in ways that affirm their diverse social

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identities, strengthen the ties between parent/caregiver support and efforts to develop children's early literacy, and prioritize students' sense of safety and belonging. We remain optimistic that we will collectively rise to the challenge and meet this moment with radical hope and imagination to deeply nurture and care for our schools and communities. We invite scholars to offer their perspectives and to join us in articulating the possibilities that lie ahead.

The Editors