

## EDITORIAL

### SOME THOUGHTS ON SPECIAL EDUCATION AND CULTURAL IDENTITY OF TEACHERS

The first two articles in this edition of the Journal will be of interest to those persons teaching in the field of special education and disabled populations. The first, written by Prof. Margret Winzer, of the University of Lethbridge, discusses the current reform movement that promotes the inclusion of students with disabilities into regular classrooms. The heart of this article is her discussion about the problem of making a transition from the ideology of this movement to classroom implementation of the practice. Teacher attitudes, skills, and competencies, and their supports, are examined in considering how well the transition can be made. Rastislav Kolesar, of Brock University, looks at some existing assessment approaches for multiply disabled students, especially those with visual impairments. He points out the problem with current assessment measures and advocates the use of participant observation as an assessment approach as well as a research methodology for teachers working with this population.

Prof. Angela Ward, University of Saskatchewan, and Prof. Mariette Théberge, University of Ottawa, present us with issues related to the cultural variable in teacher training and mentoring. Prof. Ward's study, conducted by a teacher team in Saskatchewan, relates her findings relative to a teacher team which mentored upper-level education students in multicultural classrooms. Prof. Théberge, in a different context, examines the manner in which teacher trainees manage the maintenance of their own cultural identity while participating in teaching environments of a different linguistic nature. In this particular instance, the research involves Franco-Ontarians who are teaching in a province with an English-speaking majority.

We conclude this issue with some "random thoughts" of Prof. Jon G. Bradley, of McGill University, who raises a number of complex ques-

tions related to ethical standards in the teaching profession. This article touches upon some difficult questions that have been asked for a long time – one of them being: How will the teaching profession discipline its members by means of ethical standards, and how will teachers-in-training come to learn and practice ethical standards unless they are given formal training in that area?

**WMT**