This book has been under preparation for several years and owes a debt of thanks to many people whom we will identify below. First, however, we want to acknowledge that much has changed in the world and in Canada since we began the preparation of this volume. Sensitivities have changed due to the murder of George Floyd on 25 May 2020 and the global awareness of the Black Lives Matter movement. In addition, the simultaneously devastating impact of the COVID-19 pandemic; the uncovering of the graves of Indigenous children on and near the properties of former residential schools; the burning heat and raging floods in British Columbia, Oregon, Australia, and Turkey; and ongoing earthquakes in Haiti have all raised awareness of inequity, injustice, and racism the world over. The need for action regarding justice and equity is now even more relevant. Were we just beginning work on this book today, our calls for advocacy and action may have been more pressing and our critique of the status quo more acerbic. Indeed, we may have included chapters addressing different issues entirely. Nevertheless, this volume stands as an appeal, at a point in time, for making education at all levels more inclusive, dialogic, and equitable. Moreover, educators must play an important role in promoting understanding of inequity, including awareness of how the relatively privileged majority benefits from, and is complicit in, the suffering of others. Thus, although we recognize the need for much more work, we hope that the present volume will provide a basis for many useful conversations and for transformative action.

As the editors of this volume, we find it is important to acknowledge the help and the work of all those who supported us during this publication adventure begun in 2019. First of all, we would like to thank our publisher, the University of Toronto Press, and more specifically Meg Patterson, Acquisitions Editor, for her precious advice and trust.

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We are also truly pleased and grateful that James Ryan, professor at the Ontario Institute for Studies in Education (OISE) at the University of Toronto, accepted our invitation to write the preface of this book. He is one of the few Canadian pioneers who has dedicated his career to inclusive leadership and has blazed a path for more equitable schools in Canada.

On a more personal note, we would like to thank our families for their encouragement, support, and love. Merci infiniment!

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Carolyn M. Shields and Andréanne Gélinas-Proulx