



Cultural and Pedagogical Inquiry

Special Issue

Disrupting Ableism: Education with, by and for learners with disability as equity and social justice education

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This special issue welcomes papers that address the broad topic of disrupting ableism in education, with a focus on the general school community, school policy and governance, teaching and leadership, counselling, supervision, and mentorship, professional development, government relations and practices, and funding, among other areas. Authors from Canada and around the globe are encouraged to share their research and practices. We are interested in research studies, theoretical papers, and systematic reviews that will spark a rethinking of disruption of ableism in education as a whole, hence creating novel knowledge that will advance the area of disability studies in education. We especially welcome submissions that employ critical race perspectives, decolonial approaches, Indigenous knowledge theories, and critical policy analysis as theoretical frameworks for analysis. Examples of topics may include:

- Educational leadership, teaching strategies and policies focusing on critical disability studies
- Power, liberalism and neo-liberalism and the experiences of learners with disability in the education system
- Disability and human rights in educational contexts
- Race and disability
- Coloniality and ableism in education
- New technologies and the implications for education of learners with disability
- Problematizing framings of mental health in education
- Anti-Blackness and disability in education
- Indigeneity and disability in education
- Ableism and climate justice in education
- Whiteness and ableism in education
- Barriers in addressing ableism in education
- Creative and innovative interventions to challenge ableism education

- Societal influences on ableism in education
- Ableism and STEAM education
- The future of disability studies in K to 12

To submit a paper for inclusion in this special issue, please send a proposal of 500 words or less to bathseba.opini@ubc.ca by **December 15, 2024**. Proposal submissions should contain:

- A tentative title
- Author(s) information (names, affiliations, contact information)
- Research description (theory, purpose, methodology, etc.)

The Guest Editors will later invite submissions of full manuscripts of 5000-6000 words (including references). The deadline for submitting full submissions is **March 10, 2025**. We look forward to your potential contribution.