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A COMPARISON OF EQUITY CONSTRUCT AND INCLUSIVE EDUCATION POLICIES IN
QUEBEC AND NUNAVUT

Inclusion tenets refer to the notions of fairness and justice being provided through equally valuable chances for all population (Gajeski, 2017). As for inclusive education, Canada is recognized as a world leader in education equity (OECD, 2016), striving to offer equal opportunities to all diversity of learners. There is a common commitment among provinces and territories to provide equal opportunities and access to all students (Council of Ministers of Education, 2008). The federal redistribution of wealth across the country is a pivotal component for this equalization of education in the country (Paquin, 2015). However, each provincial or territorial government determines their educational policies, which consequently lead to a country with multiple educational realities. How, then, is equity education being achieved in different provinces and territories under these different policies and guidelines?

The current study examines how the construct of equity is depicted in the government documents related to inclusive education in the province of Québec and the Nunavut territory. Our choice of the pair is based on the fact that both governments have been developing initiatives to promote equity in education while struggling with an agenda of promoting official languages other than English, that is French (MEES, 2017) and Inuit languages (Government Nunavut, 2008) respectively. By finding commonalities and differences, we intent to deliver potential directions for improving inclusive education in the multicultural context of Canada. Specifically, we would like to address the following two questions: How has the definition of equity evolved? What are the policies in place for inclusive education?

We will conduct a comparison of the policy documents issued by Quebec Ministère de l'Éducation and the Nunavut Department of Education and other supporting documents. We hope this project would provide an opportunity for exchanging ideas regarding inclusive education and equity.