



Racial Equity, Diversity, and Inclusion in Schools: Humanizing Wellness While under Attack

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Message from the Guest Editors

The purpose of this Special Issue of Education Science is to highlight how educators and scholars engaged in equity, diversity, and inclusion research and practice navigate, resist, and heal from the socio-political backlash, as well as institutional and schooling's attempts to appease conservative agendas.

Possible topics include but are not limited to:

- Highlighting how schools and/or university settings are centering humanity or humanizing in their diversity, equity, and inclusion efforts.
- Understanding how school, institutional, and state contexts inform educators' approach to diversity, equity, and inclusion research and practice.
- Examining the experiences of Critical Race Theory scholars and practitioners within a sociopolitical context that operates as a surveillance mechanism.
- Unveiling trauma-informed strategies and/or forms of solidarity being formed to resist attacks against equity, diversity, and inclusion.
- Analyzing how the work of equity officers or new leadership models and theories have or need to shift to adequately address the current sociopolitical context.





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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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