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Abstract

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Preface
Anne Jordan—Robbie Case Memorial Award Winner

Nancy L. Hutchinson
Queen's University

This special issue is guest edited by Dr. Anne Jordan, winner of the Robbie Case Memorial Award presented at the annual conference of the Canadian Association for Educational Psychology in Toronto on May 29, 2017.

Anne has demonstrated sustained research and scholarly work over the period since her appointment at the University of Toronto as an assistant professor in 1974. And her contributions to ensuring that the findings of the Canadian research community are realized in practice in education are legion. I will describe Anne's exemplary practice and influence and then return to the scholarly work which was always the foundation for her participation and leadership.

Anne Jordan has been widely recognized for her contribution to educational psychology, especially to the field of inclusive education, and has won a number of awards that demonstrate the extent of this recognition. These awards include a research award early in her career (1981) from the Council for Exceptional Children, and an award from the Canadian Association for Community Living in 2009 for her influence on the field. This last award recognized her influence both through her research and through her extensive leadership in Ontario and beyond. Anne's service is wide-ranging and has made an immense difference. I provide two examples of her leadership in our field: Anne served on the Ontario Special Education (English) Tribunal in the early days of inclusive education in the province from 1985 to 1992; she also served as president of the American Educational Research Association (AERA) Special Interest Group on Special Education Research in 2002–2003, after serving the previous two years in other roles on the executive. In her role on the tribunal, Anne brought her extensive knowledge and sound judgment to bear on important decisions that influenced the lives of exceptional students and their families and all other stakeholders in public education in Ontario. These were ground-breaking discussions that set the tone for years to come. In her role on the executive of AERA, Anne raised the profile of Canadian researchers in our field. She represented us extremely well and earned respect for herself and her Canadian

colleagues. I was an active member of AERA during this period, and I could not have been prouder of the way Anne spoke forthrightly and thoughtfully about the urgent issues in our field of research and practice and about the need for an open, collaborative, and international perspective. Anne's textbook, published by Wiley and used in teacher education, was recognized as one of the best professional books for teacher education in 2007. This is yet another example of Anne's work leading the field; this was an ahead-of-its-time, on-line textbook in 2007. I remember Anne describing to me the work she put into securing authentic, meaningful video representations of teachers and their students engaging in inclusive education in their classrooms. Again in 2013, Anne worked on the on-line MyLab for Pearson Education's special education textbooks. I was one of the fortunate authors whose textbooks benefitted from Anne's knowledge, commitment, and determination to get it right. These media projects were a labour of love for Anne, even after she had retired. Their influence has been extensive and continues to this day.

None of these awards gives one a sense of the tremendous commitment Anne Jordan has shown to the field of educational psychology and to pre-service, in-service, and graduate education that ensures inclusive education for children with special needs and ensures the next generation of researchers who will sustain her excellent work. After retiring, Anne continued to share her knowledge and experience in inclusive education, teaching at the Ontario Institute for Studies in Education from 2006 to 2011. Over her career, Anne has supervised 31 doctoral candidates to completion, supervised 93 master's students to completion, and served on more than 50 doctoral supervisory committees. I want to refer to four of her former students whose work I know and respect and who have continued her legacy of making a difference. Although there are many others, I will mention only four whose work has influenced my research and practice: Elaine Frankel, Kathryn Underwood, Donna McGhie-Richmond, and Paula Stanovich. Elaine Frankel and Kathryn Underwood are influential and productive members of the faculty in Ryerson's program of Early Childhood Studies whose research has contributed to our understanding of parent perspectives on children's disability. I have read and valued much of the extensive research conducted by Kathryn, and I have worked closely with Elaine when we were co-investigators on a Canadian Institute of Health Research grant. Donna McGhie-Richmond, of University of Victoria, has been a strong and thoughtful advocate for inclusion as belonging in her research and in all communities of which she is a part. Finally I mention Paula Stanovich who, with Anne, initiated the Supporting Effective Teaching (SET) project—probably the most productive and influential research program conducted in Canada on effective inclusion of students with disabilities in regular classrooms.

This brings me to Anne Jordan's contribution as a researcher and her extensive record of publication, especially since the SET project began in 1996. Over these most productive and influential years of her career, Anne consistently published research in the field of inclusive education that reflected and informed the dilemmas that teachers grapple with daily in their classrooms. She took her research questions into classrooms where she observed, collaborated with teachers and principals, and developed increasingly sophisticated quantitative and qualitative approaches to collecting insightful data on what contributes to teaching inclusively. At the same time, she learned from outstanding teacher

education researchers, including Canadians Tom Russell and Hugh Munby, about how to develop effective teacher education informed by her research findings.

During the years from 1998 to 2014, Anne Jordan and her collaborators, including a large number of graduate students, published research on all the major challenges faced by educators and teacher educators in the field of inclusive education including: teacher attitudes (Stanovich & Jordan, 1998); peer acceptance (Stanovich, Jordan, & Perot, 1998); teachers' and principals' beliefs about inclusive education (Jordan & Stanovich, 2003, 2004); exemplary inclusive teaching (Stanovich & Jordan, 1999, 2000); teacher education and professional development for inclusion (Jordan, Schwartz, & McGhie-Richmond, 2009; Killoran et al., 2013; Stanovich & Jordan, 2002, 2004); impact of inclusion on student achievement (Demeris, Childs, & Jordan, 2007); and developing effective instruction for inclusive classrooms (McGhie-Richmond, Underwood, & Jordan, 2007). In addition, Anne published regularly throughout her career on the current state of inclusive education in Ontario and in Canada and collaborated with Maggie McLaughlin, an American colleague, on a much read piece on the forces shaping inclusion in Canada and the United States. In summary, this is without doubt an impressive and influential body of refereed published work on one of the most pressing issues for which researchers and practitioners apply principles and previous findings of educational psychology. From 1998 to 2014, Dr. Jordan's research in inclusive education influenced all of us who conducted research in this field in Canada. As a teacher educator and researcher in inclusive education over the past two decades, I have read and valued Anne's informative research, have recommended her papers to colleagues and graduate students, and have looked forward to our conversations at conferences while creating opportunities to bring Anne to Queen's as an external examiner for graduate students.

During this period of exceptional research productivity in the field of inclusive education, Anne has also contributed a great deal to the practice of inclusive education. I frequently assigned her papers to be read by the teacher candidates I taught at Queen's as well as by graduate students and practising teachers. Anne's research is always thoughtfully reported and so well written that it informs practitioners as well as researchers. In addition to the impact Anne's research has had on inclusive education in Canada, she has developed an international presence through workshops, conference presentations, publications in respected journals and edited books, and through her thoughtful translations of research for practitioners in her highly readable textbook.

This outstanding scholar, leader, and teacher is a credit to the field of inclusive education and it is a pleasure to see this special issue she has edited.

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Author's Note

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