



## *Critical Questions in Education: Volume 16, Issue 3*

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Readers of *CQIE*,

Welcome to the end of our 16<sup>th</sup> year! Before getting to the overview of this issue, please remember that we are meeting in San Diego in February and all the details can be found on the Academy website.

Once again, I believe we have gathered together some interesting manuscripts for this issue. We start off with Talia Zito's extensive review of attempts to censure the inclusion of LGBT+ literature in school curriculum. She concludes that her findings are a call to "antinormative" approaches to reclaiming education as a site for critical inquiry and social transformation. Zito's piece is followed by Barbara Flores Cabellero's presentation of an Hispanic framework for developing "full-range" social-emotional educational leaders. Her work grows out of the trauma caused in Puerto Rico by the pandemic and two devastating hurricanes as well as Puerto Rican culture. Speaking of the pandemic, its impact lingers...our third article looks back to report on educator burnout both during the pandemic and after. Kramer, Jones, and Broadbent suggest that the chase for normalcy was a crucial aspect of that teacher burnout.

Our fourth article, penned by Janeen Outka and Allan Neville, reports on a study examining teacher agency and empowerment from both a teacher perspective as well as a building principal perspective. Our readers may not be surprised that teachers and principals see teacher agency...differently. Finally, we close where we started with an insightful discussion on inclusive literature. Warsi and Mir advocate for the inclusion of Muslim representation in children's special education literature and provide ideas on implementing their inclusion

And, as always, Happy Reading!

PAX,

Eric C. Sheffield, Editor  
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