

Editorial

Dear Readers,

Our final issue for 2014 features a diverse collection of articles on a wide spectrum of compelling themes. The Anglophone contributions range from topics in literacy education related to imagination and ecological thinking, to issues in pre-service and practising teachers' beliefs, values, and ideas related to their professional lives, to connected curriculum matters that deeply affect teachers and students in their everyday teaching and learning.

Gillian Judson's (Simon Fraser University) discussion in "The Role of Mental Imagery in Imaginative and Ecological Teaching" points to the importance of attending to an image- and imagination-focused pedagogy. Based primarily on Kieran Egan's, Elliot Eisner's, and Annie Dillard's work, the author elaborates on how teachers can give students opportunities to become *rhapsodes*, or sophisticated *storytellers*. By using their sensuous and experiential attunement to the environment and their own literary imagination, students can engage with the world more creatively and critically.

Extending this focus on living relationally and narratively to teachers' *worklives*, Sean Wiebe (University of Prince Edward Island) and Craig MacDonald (Miyagi University of Education, Japan) engaged in an epistolary conversation, drawing from Canadian and international curriculum, pedagogy, and philosophy discourses, such as those by Ted T. Aoki, Cynthia Chambers, William F. Pinar, Søren Kierkegaard, Jean-François Lyotard, and Robert Musil. In their article "Intensification and Complexity in Teachers' Narrated Worklives," the authors' dialogue illuminates results from their study on teachers' narratives about their lived realities in Prince Edward Island schools. It affirms the need to attend to teachers' narratives and see them as a means of forming a professional critical stance, in light of the pressures of intensification and accountability "by which [teachers'] 'professionalism' is measured and rationalized, with its standards and 'ethics,'" and which threatens to diminish teachers' authority in the larger public realm.

The following three articles, each in unique and compelling ways, examine further urgent issues teachers and students are faced with as part of changing social, cultural, political, and economic environments which are reflected in school curricula, and

in expanded notions of literacy. These include the challenges associated with bullying, body-based belief systems, and awareness and acceptance of LGBTQ communities.

In Joel A. Lopata and Elizabeth A. Nowicki's article "Pre-service Teacher Beliefs on the Antecedents to Bullying: A Concept Mapping Study," the authors, both from Western University, emphasize the need to more critically examine belief systems about problems of aggression and abuse of power related to bullying as a pervasive global and local phenomenon. In their study of a Canadian (Ontario) pre-service teacher-education program, they gathered data on participants' knowledge on the antecedents to bullying and as a result argue for more explicit instruction on this topic during pre-service teachers' programs of studies.

Lorayne Robertson and Dianne Thomson, from the University of Ontario Institute of Technology, raise compelling questions in their article "Giving Permission To Be Fat? Examining the Impact of Body-Based Belief Systems." Based on their case study of six schools in one Canadian province, in which they used "a planned behaviour analysis framework to analyze the issues that emerge in the implementation of a body image and self-esteem curriculum," the authors advocate for a sustained implementation of "a more critical body-positive health and physical education program" and for the articulation of a critical body literacy that challenges existing harmful cultural and social beliefs around body image. They also call for more knowledge mobilization between the fields of health science and education.

Finally, Laura-Lee Kearns, Jennifer Mitton-Kukner, and Joanne Tompkins (all from St. Francis Xavier University) point to the need for more programming in the context of anti-oppressive pedagogy as an integral part of teacher education. In their article "LGBTQ Awareness and Allies: Building Capacity in a Bachelor of Education Program," based on their study at St. Francis Xavier University, they remind us that "the majority of LGBTQ students and youth report feeling unsafe at school in Canada." Drawing from social-justice, gender-equity, and narrative-inquiry literature, the authors strongly advocate training programs such as Positive Space, through which pre-service teachers can examine their beliefs and strengthen their abilities to help create more inclusive and safe schools for LGBTQ youth and families.

I trust that these diverse types of inquiry across the Canadian educational landscape will resonate with your own local concerns and evoke timely and thoughtful dialogues and actions among colleagues and communities within CSSE and beyond.

Along with the editorial staff of CJE, I wish you a holiday season filled with warmth, peace, and goodwill, with all your relations.

Erika Hasebe-Ludt
Interim English-Language Editor
Professor
University of Lethbridge
Co-President, Canadian Association for the Study of Curriculum (CACS)

Please note that some of these articles were accepted into review under the auspices of the previous Anglophone CJE editor, Dr. Carla Di Giorgio.