

## *Editorial*

Dear Readers,

The issue you have in front of you presents a vibrant palette of the many diverse issues currently under discussion and investigation in Canadian educational research, in a variety of academic, professional, and policy contexts that are both volatile and auspicious. They range from issues in school leadership, pedagogical collaboration and action, mental, emotional, and physical health and well-being, mentorship, and student motivation and achievement to curricular issues in the areas of music, science, and citizen education, as well as democratic and community engagement beyond the school environment.

The English-language articles highlight innovative ways of rethinking agency and advocacy for and by youth, such as in Diane Conrad's (University of Alberta) compelling article on "Education and Social Innovation: The Youth Uncensored Project—A Case Study of Youth Participatory Research and Cultural Democracy in Action." This project features street-involved youth in a community arts project that worked with arts-based approaches to participatory action research, Indigenous wisdom traditions, and relational educational approaches. Kent den Heyer, also from the University of Alberta, in his paper entitled "An Analysis of Aims and the Educational 'Event,'" calls for substantive new ways of thinking about socialization, subjectification, and citizen education in the context of the pervasiveness of "aims talk" in education. The author challenges us to expand existing conceptions of educational aims by realigning ancient and contemporary Western knowledge traditions with Indigenous ways of knowing.

These and the following articles point to the increased urgency in reexamining epistemological and curricular questions about what and whose knowledge counts and contributes to the well-being of all people in and outside of school. LeAnne Petherick (University of Manitoba) and Natalie Beausoleil's (Memorial University) feature, "Female Elementary Teachers' Biopedagogical Practices: How Health Discourse Circulates in Newfoundland Elementary Schools," examines school culture in light of dominant messages and practices in connection with child and youth health. Based on their interviews and narratives, the authors highlight teachers' often-precarious positions in shaping their students' as well as their own health practices in one of the most obese populations in Canada.

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Limin Jao from McGill University and Douglas McDougall from the University of Toronto in their article on “The Collaborative Teacher Inquiry Project: A Purposeful Professional Development Initiative,” speak to the need for new kinds of professional networks through which teachers can more effectively attend to students’ learning and living and improve their own practices. This “purposeful professional development initiative,” centred on students’ transition from Grade 8 to Grade 9 mathematics, gave educators from a variety of neighbouring school districts in Ontario opportunities to create and share teaching materials, which resulted in improved school climate, positive learning for both students and teachers, as well as further collaboration across schools.

In a different curricular context, John Vitale from Nipissing University addresses similar topics in his study on “Attitudes and Perspectives of Teacher Performers on Pedagogy and Perceived Student Learning in the Elementary and Secondary School Music Classroom.” This phenomenological study investigated the experiences of three music teacher performers and found that fatigue and professional dissatisfaction as well as students’ respect for teachers’ lives were strong themes that provided valuable insights into teachers’ complex challenges in the performing arts and the intricate relationship between performing and teaching in this context.

In a post-secondary curricular context, and a study focused on students transitioning from high school science to post-secondary STEM (science, technology, engineering, and mathematics) education, Rebecca Simon (Montreal Children’s Hospital), Mark Aulls (McGill University), Helena Dedic (Vanier College), Kyle Hubbard and Nathan Hall (both also from McGill University) address differences in male and female students’ achievement in these programs. As reported in their article, “Exploring Student Persistence in STEM Programs: A Motivational Model,” they found that particularly female students’ achievement goals, self-efficacy, and perceived autonomy support directly impacted their intrinsic motivation, emotions, and achievement.

Addressing yet another complex and challenging learning environment, Catherine Roux, Eric Dion, and Anne Barrette (all from Université du Québec à Montréal), in their initial study on “Enhancing Reading Comprehension Among Students With High-Functioning Autism Spectrum Disorder,” hone in on particular reading-comprehension challenges for students with high-functioning autism spectrum disorder and, in turn, the challenges teachers face when trying to help these students achieve. The authors explored successful intervention strategies focused on vocabulary that showed positive results with

respect to student achievement.

In all these diverse contexts and types of individual and collaborative scholarly inquiry, students' and educators' academic, social, mental, and emotional well-being is at the heart of the researchers' concerns and questions in multiple curricular, programmatic, policy, and institutional contexts. As a reader, may you find strong affinities and affirmations, meaningful insights, and connections to your own inquiries, as we re/search together to nourish life in and outside of Canadian schools, respectfully and relationally.

Erika Hasebe-Ludt, Interim English-Language Editor  
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Please note that some articles were accepted into review under the auspices of the previous CJE English-language editor, Dr. Carla Di Giorgio.