

Editorial

“Look backward with pride; look forward with hope!”

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Anglophone Co-Editor

The title of this editorial is borrowed from a secondary school where I was privileged to be principal for a decade in a previous iteration. As I contemplate the Autumn 2019 edition of the *Canadian Journal of Education (CJE)*, I call to mind, with pride and deep appreciation, the work of previous Editors and Managing Editors of the Journal. Specifically, I want to acknowledge the work of our most recent Anglophone Editors, Theodore Christou and Christopher De Luca and our Managing Editor, Katy Ellsworth. Their unrelenting dedication to maintaining and advancing the exceptional quality and stature of *CJE* is evidenced in the scholarly articles edited and selected for publication during their tenure. We wish each of these remarkable individuals well as they now pursue new professional and personal goals.

As the new Anglophone Editors, Nancy Maynes, Thom Ryan, and I acknowledge that we are indebted to their selfless service to *CJE* and that we are literally lifted up and are privileged to stand on their shoulders as we move forward in the tasks that are ahead. We are pleased to be working collegially with Carole Fleuret, *CJE* Francophone Editor, and welcome Sharon Hu, our new Managing Editor. Fortunately for us, Theo, Chris, and Katy have well-trimmed the sails of *CJE* and it is our task to navigate the straits ahead with hope and confidence that we will be accepting, responsive, inclusive, and adaptive to the scholarly interests of the various groups that are constituent of the Canadian Society for the Study of Education (CSSE).

It is our hope, indeed our charted course, to promote a 360 vision of *CJE* by broadening our readership base and establishing *CJE* as a conduit for scholarly research that speaks of ‘here’ while being ‘there’ and ‘there’ while being ‘here’ in regional, national, and international educational contexts; to embrace the rich research, history, and educational heritage of *CJE*; and, to expand it to be more inclusive of Indigenous and culturally diverse scholarship. The current issue of *CJE* (Autumn, 2019) specifically addresses these intentions.

O'Sullivan, Smaller, Heidebrecht, & Balzer invites us to enter the world of International Service Learning (ISL) from the perspective of Global South countries who host groups from the Global North and are subsequently exposed to the inherent tensions in ISL programs such as assumptions that Global South peoples continually need help. Perceived dependency and charity highlight a risk of neocolonialism. What Global South hosts seek is respect, recognition, and understanding of the historical, political contexts and causes of the socio-economic conditions that northern participants witness; but upon return to their home, do not lead to community efforts to dispel stereotypes, to recognize generational struggles for social justice, and that result in solidarity movements that recognize and promote the strengths, resilience, and determination of progress in the face of adversity. Stavrou & Murphy echo a similar call for a genuine recognition of identity when they call for mathematics to be mathematized in Cree. The Cree language is verb-based, not noun-based as are most terms in the Euro-Western Mathematics curriculum documents. As a result, the Cree language is an expression of individual linguistic and cultural experiences and the authors argue that this should be recognized as the signature of those engaging with mathematics.

McGregor directs our attention to education for sustainable consumption (ESC) and posits that education at the secondary and post-secondary levels be grounded in a pedagogy of social reconstructivism wherein the concepts, assumptions, principles, and values of ESC are fully understood and applied to effect social change. In this process, like that of ISL or Cree mathematizing, education is seen as the catalyst with powerful links to the community for social action to promote awareness and gain support for sustainability. Louie posits that Indigenization at universities is more than requiring new hires to be possessing of Indigenous Knowledges and have strong current ties to an Indigenous community. Rather, universities need to recognize and institute a supportive environment that is not based on Euro-Western standards of research, service, tenure and promotion. Instead, consistent and persistent community connections in a good way are essential to the authenticity of identity-making in respect of Indigenous Knowledges and should be valued and validated as such. Simmons et al. reinforce the message of identity-making in the exploration of the need for consistent and persistent teacher well-being. The authors argue that educator resilience and flourishing are essential elements in the character of an educator and positively contribute to an individual's sense of efficacy, efficiency, happiness and satisfaction.

Each article in this volume of *CJE* underscores the debate and tension that exist when people are marginalized, be they an entire community, classroom of students, or individual professor or teacher. The exploration of these themes calls forth educational gaps and intersections of inquiry that characterize aspects of education in Canada and with Canadians abroad. The landscape of Canadian scholarship is a rich and compelling inquiry as testified to by the articles contained in this issue of *CJE*. Enjoy the read!