

Editorial

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We recently welcomed another vernal equinox and spring has emerged once again here on the prairie in the middle of Turtle Island; we can see the summer solstice just ahead. Folk often associate newness, beginning, fresh start, a hopefulness of sorts with this time of year. This of course applies only to the northern hemisphere because folk dwelling under the gaze of Emu in the Sky, Te Punja, or Melipal¹ are moving into autumn and winter. Perhaps to avoid slipping into such binaries, it would be better to talk of transition and transformation because in this issue of *in education* there are a variety of works that indeed move through those dimensions.

From a call for creative education, to Aboriginal perspective in learning, a preservice teaching Greek odyssey, and a cosmopolitan view of citizenship, this issue of *in education* is replete with a number of articles that travel across a breadth of topics, ideas, concepts, and propositions. We share 10 articles and two book reviews in this our 14th issue since transforming into a digital, open access, peer reviewed academic journal. Our readership continues to grow as does the submissions of manuscripts and book reviews, which can be seen in the number of pieces in the current issue. Readers will also note that we continue to work toward our aim of publishing “high quality works that travel across the qualitative and quantitative research landscape engendering conversations in thoughtful and innovative ways.”

Unlike my opening seasonal metaphor, the articles herein are not placed in a particular celestial order. I cannot say if this is by design, orchestrated by the digital hand of OJS or just chance. What I can say is, I believe there is more than something of interest for everyone in this issue; there are a 10 engaging works, which all call for significant consideration from readers. As one author suggests in his work in this issue, “learning is not only fraught with fear but requires fear to be transformational.” So dear Reader, there is nothing to fear in the collection of works presented here for you; we hope only that in reading, you may find that something in you has indeed changed, something has transformed your thinking.

Congratulations to all the authors, and thank you to all the reviewers and book reviewers for continuing to “explore ideas in teacher education, as well as broader and more inclusive discussions in education.” The works in this issue augment the conversations about education. They at times trouble the idea of education in both broad and particular terms that we hope will provoke thinking and perhaps even action.

Endnote

¹ Emu in the Sky is the constellation known to some groups of Indigenous Australians; Te Punja is the constellation known to some Maori groups of Aotearoa, and Melipal is the constellation known to the Mapuches of Patagonia.