

Editorial

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As our planet races toward another winter solstice, I am contemplating how time has passed. This issue marks 10 years of Open Access and the Creative Commons for *in education*. Much has transpired over the past decade; however, the world's attention is on this moment and the immediate future as narratives and counternarratives compete for our beliefs and possible actions. Our journal in some ways contributes to the “sea of stories” (Rushdie, 1990) or rather draws them out into the open so that we might inquire and inform each other. This issue continues that work as we present six interesting articles that although similar in that they all traverse the educational landscape, actually are very different in how they move toward *vollendung*—the unconcealment (Heidegger, 1959, p. 60) of their insights, ideas, and stories.

Sanford et al., wade into the ever-changing conception(s) of educational leadership in the 21st century. In “Sustainable Leadership Supporting Educational Transformation” they distill their work down to two questions and then explore possibilities through their research: How to engage all the players through design space and how to transform teacher education from its longstanding current form. They draw upon complexity theory and the “new sciences” (Wheatley, 2010) to inform their study using a Professional Learning Network, pointing us toward a more sustainable notion of leadership that requires significant transformation. Research about Internationally Educated Teachers (IETs) is a relatively new area in teacher education. It is also a woefully under-resourced area in most Faculties of Education usually because it does not fit neatly into existing programs or ideas of teacher education. In “Innovating in the Margins of Teacher Education: Developing a Bridging Program for Internationally Educated Teachers” Wimmer et al., share interesting research that brings to light the aforementioned issues and shows the potential and possibilities of IET bridging programs. They bring to the fore some of the necessary practices needed in order to sustain their program. However, they find that the university administration has their own changes in mind, leaving them wondering if the program they worked to bring toward sustainability will still be there.

Downey et al., in “Place-Based Readings Toward Disrupting Colonized Literacies: A Métissage” walk readers through their concern “with understanding how to live well in place and how to help others do the same, learning from one another in the process.” But in that process, they aim to disrupt and interrogate how the legacy of colonial literacies have attempted to rewrite the Land and contribute to the erasure of Indigeneity—the people and land. The authors share their stories of trying to read the land through métissage. In Seitz and Hill’s paper, “Language, Culture, and Pedagogy: A Response to a *Call for Action*,” they share their experience of trying to navigate the TRC’s *Calls to Action* around language and culture while working alongside the Tsuut’ina Education Department and the language instructors. In their journeying through the collaboration they unconceal the importance of “reciprocal relationships, shared expertise, and respect for worldviews.” In “‘The Event of Place’: Teacher Candidates’ Experiences of a Northern Practicum,” Janzen looks at the importance of place in teacher education programs with respect to preservice teachers’ practicum experiences in northern contexts. Drawing on place-conscious education, Janzen reminds readers about the press of the environment and that places and spaces both inform and form us. Consequently, teacher education programs that are so often urban centric

and generic ostensibly designed to make teachers for any location, are actually wholly lacking for teaching beyond the city limits. She points out that the colonial structures and practices still run through our teacher education programs as well as ourselves. Faculty in teacher education programs need to work toward centering interconnected relationships focussed on education as an ethical endeavour that is always in relation.

We are a small journal that endeavours to publish thought provoking and insightful works from across the educational landscape. Our aim is to work toward another 10 years of publishing works that augment the latitude and significance of the idea of education. We wish to thank all our authors for choosing *in education* as a home for their work; we thank the many reviewers who take on such important work for us and our peers; we thank our editorial board and consulting editors; and finally, we thank you our readers for supporting our little journal.

Reference

Heidegger, M. (1959). *An introduction to metaphysics*. (R. Manheim, Trans.). New Haven, CT: Yale University Press.