

Editorial for *in education* Autumn 2022

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At this writing, we are fast approaching the twilight of another year of living with the pandemic. In the previous issue of *in education* we were musing about the return to work and some of the practices of everyday life prepandemic. Yet, this autumn has seen some alarming increases with infection rates of COVID-19 compounded by respiratory virus syndrome (RVS) infections (particularly among children) and an extra strong surge in influenza this season. At the same time, I wrote that the spring 2022 issue would be the final issue for me as Editor of our little journal, yet here I am once again penning the autumn 2022 issue. Needless to say, the future, even the very near future is always and everywhere uncertain!

What is certain is that this issue of the journal is packed with five fascinating articles from a diversity of authors, not to mention two book reviews. Readers will find a handful of topics which cut across a broad variety of research interests and approaches to inquiry. In Eva Lindgren's and Kristina Sehlin MacNeil's article, they propose that European policy researchers take up an Indigenous research lens to help them better understand their positionality and practice in such research and the importance of relationships. In "Confronting Partial Knowledge Through a Pedagogy of Discomfort: Notes on Anti-Oppressive Teaching," authors Michael Cappello and Claire Kreuger unearth and confront their social positioning and the need to better recognize the power and privileges of dominant actors in the work of anti-racist and anti-oppressive education; all of which requires moving into and standing in your own discomfort. Researchers Mohamad Ayoub and George Zhou share insights about elementary education approaches from the lived experiences of Syrian newcomer elementary youth. They found that although students "reported positive resettlement and socio-cultural experiences in Canada so far" many of them faced challenges and hardships with their learning progress. Through their findings they offer strategies and recommendations for teachers, administration, and school communities to help support Syrian newcomer students for more positive learning experiences and integrating into the school community. Laura Woodman takes us into the world of early learning and care drawing attention to family childcare educators (FCC educators) and the many challenges they face. In particular she identifies four main challenges: "lack of respect, low wages and funding, isolation, and lack of training" but then offers ways to meet these challenges by way of using "ecological theory as an effective tool for conceptualizing the challenges." Finally, Nabila Kazmi sheds light on the difficulties young women in India face when trying to challenge the status quo. Using narrative inquiry, she reveals how young women utilize their everyday practices as forms of resistance to the oppressive patriarchal structures that operate throughout Indian society. She argues for the need of "feminist resistance scholarship to be inclusive of young women at the periphery and their everyday resistance for finding a voice." We invite you to delve into this issue of the journal in no particular order as we are certain you will find all of the works of interest.

At this writing we are 3 weeks before the winter solstice of 2022 here in the northern hemisphere and many folks are winding down the autumn semester and looking forward to some holiday time with friends and family. Here at *in education* headquarters we wish you and your family a pleasant winter solstice.

—Patrick Lewis