

Editorial

Blair Niblett & Tara Flynn (on behalf of the editorial team)

The CJEE editorial team is pleased to present Volume 26 of the journal. We offer our thanks to the authors and reviewers who have contributed to the thoughtful papers presented herein. After a series of primarily special issues over the last few years, we are excited that this volume emerges from an open call for papers that highlighted the ever-increasing complexity of engaging with environmental education (and environmental education research) in a world that has been grappling with crisis-level challenges including pandemic disease, war, significant political unrest, environmental degradation, and an active and increasing climate emergency. The resulting papers tackle many of these challenges both directly and indirectly, and offer compelling justification for environmental education to function as a process for understanding the current moment in which humans and more-than-human beings live. The authors highlight social-ecological intersections, and complex interrelationships, and position environmental education as a mechanism for action that aims to bring our practices of living into greater alignment with ecological principles that can sustain planetary wellbeing. The nine papers are diverse in both context and approach. Each cultivates current-moment understandings of socio-ecological interrelationships, and many provoke action toward better planetary living.

In a unique paper for CJEE, Simon Beames, Jannicke Høyem, Imre van Kraalingen, Jørgen Eriksen, Thomas Vold, Kristian Abelsen, Axel Rosenberg, & Trond Augestad explore the ecological implications of outdoor adventure educators' selection of outdoor clothing for maintaining the safety and comfort of instructors on field courses. Their paper, titled "**The Jacket: Making Sustainable Clothing Choices in Outdoor Education**" documents the process of formalizing their deliberations about which shell jacket their outdoor education team would purchase into a practitioner inquiry research project. Their inquiry resulted in themes illustrating the complexities of trying to balance the durability and functionality of outdoor equipment with sustainable purchasing principles.

Next, Doug Karrow and Sharon Harvey engage in an onto-epistemological navigation of the field of environmental education in their paper titled "**The Thalweg of Currents: Naturalist Environmental Education.**" Karrow and Harvey revisit Lucie Sauve's seminal paper titled "Currents in Environmental Education: Mapping a Complex Pedagogical Field" from Volume 10 of *CJEE* to propose that among Sauve's suggested environmental education currents, the naturalist current can operate as a metaphorical *thalweg*—the hydrological base of a river valley towards which water gravitates. The *CJEE* editorial team is thankful to Karrow and Harvey for their deep analysis of Sauve's original *Currents* paper, which is one of the most accessed articles in the CJEE back catalogue. We encourage other readers and authors to submit papers which respond to and extend CJEE published works in thoughtful ways.

In her paper, **“Empowering Spiritual Human-Nature Relationship through Mindfulness Pedagogical Paths”**, Irida Tsevreni makes the compelling case for considering the pedagogical affordances of mindfulness within environmental education, in particular with respect to an eco-spiritual dimension. In considering this dimension, the author adds to a body of work on mindfulness in education that goes beyond stress management and improving personal wellbeing, to look at mindfulness as a spiritual endeavour with great potential for fostering holistic thinking and a connection between humans and nature.

Estella Kutcha and Sean Blenkinsop explore the ecological and pedagogical limitations and opportunities of the English language in their paper titled **“Toward a More Eco-Relational English.”** Beginning with an ecologically focused narrative, they point out the power of language to explicitly and implicitly shape the way that language users relate to the world. They note that English, as a dominant language globally, has risks for ecological oppression because of a hyperfocus on objects and human selves (often at the expense of relationships), but also point to possibilities for leveraging relationality in English communication by adopting linguistic shifts that centre interrelationship. The paper offers a unique melding of ecolinguistics and environmental education that may be of interest to both researchers and practitioners.

Jennifer MacDonald, in her paper **“Getting There from Here: Mapping as a Process for Relationship Renewal,”** examines maps as a means of reconsidering relationships between people and the more-than-human world. MacDonald considers the colonial history of maps as a tool emerging from the European Enlightenment, and juxtaposes such dominant understandings with more relational understandings of maps developed from an anti-colonial perspective. She concludes that this renewed understanding of mapping processes can create opportunities for students to be “brought into dialogue with cycles, patterns, and rhythms of other lifeforms to uncover insights about who they are... and to learn within kinship networks toward renewing and enhancing relationality” (p. 93).

Sean Blenkinsop and Linda Wilhelmsson offer a paper titled **“Ecologizing Bildung: Educating for the Eco-Social-Cultural Challenges of the 21st Century,”** in which they propose that the German construct known as *bildung* can be modernized and ecologized in order to aid in thinking about multiple overlapping socio-ecological problems and injustices that are the primary global challenges of the twenty first century. The authors suggest that this ecological modernization of *bildung* may facilitate socio-ecological flourishing by leveraging *bildung’s* history of seeking justice and cultivating cultural change.

Next, in **“Regenerative Capacities: Bringing Social Studies and Indigenous Studies Together for Education that Responds to Climate Crisis”**, Heather E. McGregor, Sara Karn and Micah Flavin present findings from interviews with 13 Ontario teacher educators and researchers with specialties in social studies, history and related fields. While acknowledging that deep change lies

beyond curriculum and lesson plans and calls out for a holistic and decolonizing worldview, this study sought to reveal possibilities for climate crisis-responsive curricula within current K-12 academic expectations and course structures with particular attention to Indigenous knowledges and relationships. Exciting directions for the future are noted, including opportunities for taking a species-centred approach to teaching and learning, and providing space and acknowledgement for spiritual ecological connections.

In her paper titled **“Wisdom From Lichen: The Ecology of Anti-Oppressive Environmental Education”** Sarah Urquhart asks: what wisdom can lichen share with us? And, how can we apply what can be learned from lichen ecology to the study of anti-oppressive environmental education? Using lichen’s ecological process of breaking apart longstanding rock structures as a metaphor, Urquhart describes the potential of environmental education to contribute to the erosion of “fossilized” sociocultural structures such as racism, coloniality, and cis-heterosexism. She posits that while environmental education has long upheld these social oppressions, that there is potential, through decolonial and queer ecopedagogies to (re)orient environmental education towards socio-ecological “flourishing and thriving”.

Paul Elliott, Hillary Inwood, and Yovita Gwekwerere’s paper titled **“Emerging Leadership Strategies in Environmental and Sustainability Education in Preservice Teacher Education”** offers an outline of the authors’ collaborative action research process for assessing their leadership in the context of environmental and sustainability education (ESE) within teacher education programs in Ontario. Their approach to action research mobilized critical friendship through dialogue in order to allow for themes to emerge around leadership strategies that may help extend the impact of ESE in teacher education, with hope for broader ripple effects as pre-service teachers move into school systems. Key themes include place-mindedness, small-scale excellence, balancing patience and action, creativity, and collaboration. This paper adds importantly to a knowledge-base around faculty leadership as a driving force in ESE within teacher education.

Finally, in their paper, **“Invasive’ Species Discourse in Ontario Elementary and Secondary Curricula: A Critical and Decolonial Analysis,”** Marleine Gélinau, Constance Russell and Lisa Korteweg report the results of their analysis of nine curriculum documents in the province of Ontario. Looking at explicit, hidden and null curriculum across both the elementary and secondary school panels, the authors found not only a concerning decrease in the number of expectations related to non-native or newcomer species, but an erasure of Indigenous perspectives on migrating species. Contrary to Western perspectives, which emphasize economic impacts, and use militaristic and xenophobic rhetoric to describe “invaders,” Indigenous cultures have found ways to incorporate and even embrace newcomer species. This paper is a call to environmental educators and researchers, particularly in the context of Truth

and Reconciliation, to engage mindfully with curriculum related to newcomer species and to consider the ways in which we might engage with Indigenous knowledges which offer “less anthropocentric, more nuanced, and reparative” perspectives on non-native species.