

CPI Welcomes Kathleen C. Sitter's Special Issue: **Artistic Pedagogies in Academia**

Inspired by Heron's research on different ways of knowing, as importantly, as a result of her considerable knowledge and expertise in the field, Kathleen Sitter has designed, developed, indeed masterminded and crafted, a very special CPI issue. Textual discourses, in this issue, are often complemented by artworks. Yet, at other times, works from the visual arts occupy centre stage. Within Sitter's issue, the range of ways of depicting not only, how one knows that one knows, as well as, the who- what- where and whys, become lively players in processes of knowledge-making. For educational purposes, the rich combination of types of texts and artworks demonstrate interactive pedagogies for teaching and learning for social justice.

In *Postcolonial Ballads*, Kathleen Sitter's introductory article: **Creating a Canvas: Artistic Pedagogies in Academia**, explains that art has multiple societal and individual roles and functions. The visual and performing arts have compelling abilities to engage our hearts, minds, bodies and souls; to tell stories; and to explore ways in which we know and experience the natural and manmade worlds. In developing the Special Issue, Kathleen Sitter has invited and deliberately, selected work from a remarkable team of authors and artists.

The first group of articles following that of Sitter, namely, contributions by Lewis et al., Buley, and Van Kooten et al., explicate ways in which the visual arts, in the hands of teacher educators and established, as well as, emerging social workers, offer the CPI readers, rich opportunities to explore deeper meanings at personal, individual and theoretical levels. Furthermore, the articles present cognitive, experiential and affective domains of teaching and learning, in formal and non-formal milieux.

The second group of articles by Duke, Sitter & Boggan; McNeilly & Lei; Bohac Clarke; Callaghan et al., and Walsh et al., tackle issues of central societal importance. Their contributions question the easy acceptance, for example of, neoliberal influences in educational institutions; reveal the abilities/inabilities of different societies and institutions to explicitly or implicitly, mold and shape acceptance/rejection of self and others; and as importantly, highlight the impacts and enduring legacies of systems and structures of dominance and oppression.

Given that some of the contributions are from faculties of social work, educators in other disciplines who have not yet, tried to incorporate the visual arts in their respective pedagogies, might wish to tailor some of the case studies presented, in order to enhance and strengthen the links between educational theories and practices in postsecondary settings. As the Special Issue's Grand Finale, the arresting artwork of Natalie Beausoleil and Salma Silim, placed in *Postcolonial Responses*, brings the Summer issue of CPI, to a fitting end.

Additional Challenges for CPI Readers:

Enid Lee, Educational Consultant, Santa Cruz and a founding member of the Editorial Board invites us to explore, whether, in what ways and to what extent, we deliberately, inadvertently, or unintentionally, practice and promote voyeurism and othering in our practice and educational curricula? Furthermore, she challenges us to analyze how we submit to institutional and systemic processes which promote voyeurism and othering? In what ways are we complicit? In what ways do we assume gazes of superiority and enact patterns of dominance. In doing so, how do we judge or avoid judging others and ourselves in negative ways? A few years ago, another CPI Editorial Board member critiqued an increasing educational practice of telling ones' stories. She was concerned that students, in particular, refugees who had undergone some of the traumatic experiences which Carol Lee describes and explains in her Special Issue: "No Return" (CPI, Volume 9, Number 2, 2017), should be involved in such activities. Given the current political and social milieu in which we live and work, such issues and questions raised in this Special Issue, assume significance.

By inviting and participating in critical conversations, Sitter's issue, previous and future CPI Special Issues, continue to question ways in which we think, teach and demonstrate the knowledge, skills and attitudes which promote and enhance, for example, understanding, respecting, accepting, and valuing ourselves and people labelled as the other(s). Hopefully, we will continue to challenge ourselves. We will encourage and teach the students assigned to us, to think critically regarding, the assumptions, preconceived notions, and impacts of the formal and non-formal curricula, media images, and conventional wisdom.

Future CPI Publications are as follows:

In Fall 2018 (Vol. 10, No. 2), **Alesha Moffat, Tiffany Prete, Celia Haig Brown and Cecille DePass**, Guest Editors, will produce a Special Issue: "Spirit and Heart". This CPI issue, influenced by Chief Dan George's poetry, is grounded in First Nations and Indigenous peoples lived experiences in Canada and overseas. Selected articles, artwork, poetry and music from Australia, Alberta, and Ontario will be included in the issue. The production of this issue is well underway.

In Summer 2019 (Vol. 11, No. 1), **Paul Crutcher**, invited Guest Editor, will produce a Special Issue which explores such contentious issues as, politics in education and political correctness in education today. As importantly, his CPI issue will analyze contemporary attempts to censure and control the curricula and literature used in formal education. See Call for Submissions in this issue for details.

In Fall 2019 (Vol. 11, No. 2), **Carol Campbell**, invited Guest Editor, will produce a Special Issue which showcases new directions of the arts in the region. The proposed issue will "throw into sharp focus the [key roles of] tertiary/post-secondary educational institutions...and highlight [their] global impacts and diasporic influences." See Call for Submissions in this issue.

In Summer 2020 (Vol. 12, No. 1), **Cecille DePass, Enid Lee, Sonia Aujla-Bhullar, Alleson Mason** will produce a Special Issue, inspired by Maya Angelou's poem: "I know why the caged bird sings". The issue will highlight historical and contemporary, institutional, familial and

individual strategies of resistance, resilience, survival and growth adopted by immigrants/visible minorities in the diaspora. See Call for Submissions in this issue.

Fall 2020 (Vol. 12, No. 2), some interest has been expressed to develop a special international issue which concentrates on international migrations and the resultant impacts on the receiving and home countries.

CPI welcomes proposals (which fall within the overarching themes) to contribute to any of the Special Issues identified. Current CPI Editorial Board members who wish to develop future CPI issues, or to take more active roles in the journal, are invited to write Cecille DePass, depassc@ezpost.com.

CPI's Book Review Editor:

In this issue, Kathleen Sitter, Book Review Editor and Editorial Board member, presents four book reviews prepared by the CPI Book Review Committee. Sitter and her team have prepared the book reviews for the Fall 2018 issue. If any CPI readers or Board Members, wish to review books for CPI, please see the Call for Reviewers, published in the Fall 2017 issue, and submit the completed application to Dr. Kathy Sitter, kcsitter@ucalgary.ca.

Arrivals and Departures:

Two of the Guest Editors, (CPI, Fall 2018 issue), **Alesha Moffat and Tiffany Prete** finished their Doctoral studies during the 2017-2018, academic year. Alesha Moffat's PhD Dissertation: "**Land, Language and Learners: Inuit Share Experiences and Expectations of Schooling**", was completed at York University, under the supervision of Celia Haig-Brown. Drawing on ethnographic fieldwork conducted in Arctic Bay, Nunavut, as well as, previous experience teaching in the community and elsewhere in the North, Alesha Moffat, a Qallunaat (non-Indigenous) teacher examined Inuit storied experiences of schooling. The knowledge embedded in Inuit narratives offers insight into Inuit commitment to land, language, and learning and the ways in which the interrelated themes are fundamental to Inuit expectations of schooling. To meet the needs of Inuit students, Qallunaat teachers require not only an awareness and acknowledgement of cultural, linguistic, ontological, and epistemological differences, but also a recognition of what Inuit deem important to learn and how that learning takes place in Inuit communities. In May 2018, Dr. Moffat received the distinguished CATE (Canadian Association of Teacher Education) Dissertation Award.

Tiffany Prete's Dissertation, "Indigenizing Educational Policy: Our Shared Responsibility", was completed at the University of Alberta. Using a Blackfoot theoretical framework, grounded in an Indigenous research methodology, personal life experiences as a Blackfoot woman, as well as, a mixed-methods research design (surveys and interviews), Tiffany Prete's research is a case study of a southern Albertan high school. Initially, her research examines Alberta Education's mandated First Nations, Metis and Inuit policy framework (FNMI, 2002). In a subsequent chapter, she explores the FNMI policy's effectiveness to: create positive perceptions and increase understanding of Aboriginal People. Conclusions include: firstly, that the high school administration's decision whether to implement the FNMI policy framework, has at least two levels of impact: it affected attitudes toward Aboriginal People as well as, the school's social environment. Furthermore, issues of ethnicity and students' decisions whether to take

Aboriginal Studies, understandably, influenced their positive/negative perceptions of First Nations people. Finally, Tiffany Prete's Dissertation recommends that inclusion of First Nations studies, in the formal curriculum, should be implemented more effectively.

Enid Lee reports that in July, she was the invited lecturer and facilitator of a professional development session: "All in A Day's Work: The Meaning of Anti-bias and Anti-racist work in students' lives". The session was organized by the Smithsonian's National Museum of African American History and Culture, Washington, DC. Lee's session was part of a week-long professional learning opportunity: "Let's Talk! Teaching Race in the Classroom 2018".

Approximately 25 educators attended. As expected, the session went really well and was highly commended.

A social media posting from a male educator for example, indicated: "Her work in combatting racism education is revolutionary. I was, and am, blown away by her words, experiences and enthusiasm for this work." In reflection, Enid Lee states that: "I left with both a sense of hope and urgency, and with promises from the group, that we would share challenges and successes as we continue to make anti-racist perspectives part of our daily practice."

Cecille DePass was the recipient of a Farquharson Institute for Public Affairs (FIPA, Kingston, Jamaica), Centennial Award in March 2018, for distinguished services in the field. At present, she is working with FIPA's President, Dr. Angela Ramsay, on another project, to create an online academic journal: **Crosscurrents**.

Departures:

CPI acknowledges the passing and remembers the legacies of the following exceptional individuals: **Linda Brown**: Brown's and four similar cases were combined in the well known, Brown vs. Board of Education, the landmark ruling which led to the desegregation of schools in the USA.

Winnie Madikizela Mandela, the former wife of Nelson Mandela while he was imprisoned, will be remembered for her activism and for being one of the leaders of the movement against apartheid in South Africa.

Cecille DePass and Ali A. Abdi
CPI Editors and Founders