

Editorial Introduction

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In contrast to our last regular issue, which contained three articles from around the world, this issue contains three articles from Canada. The issue will be of interest for Canadian readers but also for international readers who are interested to learn about the context particular to Canada, characterized by a large landmass with many rural communities and a relatively large Indigenous population that has endured the horrors of a colonial residential school system that sought to alienate indigenous children from their communities and assimilate them into Western-European culture. Two of the articles in this issue address the present situation of Indigenous people in the country, still impacted by Canada's colonial past. Munyaradzi Hwami's article examines the role of education for children and youth in care, many of them Indigenous, in Alberta; Tiffany Prete examines how Indigenous epistemology affects the retention rates of Indigenous students in secondary schools. The third article by Dianne Thomson and Steven Hertz presents a research study about the role of small schools in a rural community in Ontario, which represents a minority in Canada faced with many challenges.

Hwami's article "Educating Children and Youth in Care in Alberta: A Scoping Review" provides an overview of national and international research studies on the educational achievement of children and youth in care. He argues that the paradigm of social work in children and family services does not do justice to the complexity of the situation of children of youth in care and that a more pedagogical approach needs to be adopted. He recommends that Alberta Education and Alberta Children Services take the educational challenges of children and youth in care more seriously. With more attention, Hwami argues, children and youth in care could benefit more from schooling.

In their article "Exploring the Link Between Rural Schools, Community Vitality, and Wellbeing", Thomson and Hertz present a research project that examined the connection between a community and its schools in a rural area of Ontario, and the role the community assigns to its schools for the overall wellbeing of the community. This research is relevant against the background of the demographic changes faced by rural communities, with an ageing population and an exodus of young people. Shrinking school populations have led to many school closures. However, rather than considering exclusively the school size when considering school closures, the authors suggest that "there is no 'one-size-fits-all' solution in school size policies" and that more collaboration is needed between the policy level and the community to decide on the future of schools in rural areas.

Tiffany Prete's article "Effects of Indigenous Epistemology on Indigenous Secondary Retention Rates" presents the findings of a research study that examines how Indigenous content, language courses and epistemology affects the school experience of Indigenous secondary school students. Prete was interested to find out whether Indigenous students who have access to such content are more successful than indigenous students who do not have the opportunity to engage with Indigenous epistemology. Her findings suggest that engagement with Indigenous epistemology is beneficial for Indigenous students, not only throughout their time in public education, but in their adult lives.

This issue also contains a review by Laura Stewart of Douglas Reeves' book *From Leading to Succeeding: The Seven Elements of Effective Leadership in Education*, in which the author presents seven elements of effective leadership in education.