Editorial

*T*hree years ago the inaugural issue of LEARNing Landscapes made a reality of the vision to create a peer-reviewed, open access, online journal that would bridge theory and practice and give voice to all educational stakeholders—academics, graduate students, educational leaders, principals, teachers, and students—and use technology in ways that would expand and enhance communicative possibilities and representational forms. The LEARN Foundation made this possible and continues to support the work that LEARNing Landscapes strives to do. To date, the issues have focused on student engagement, leadership, education and the arts, curriculum, and literacy, and in each, the technology has been used to enhance the communication in varying ways.

With the second decade of the 21st Century upon us, and as we were planning for our sixth publication, we decided it would be appropriate to mark this juncture with a special, invitational issue. We thought it would be interesting to get a sense of what a cross-section of Canadians think about education at this moment in time. Accordingly, we cast a wide net, and sent invitations to a broad spectrum of eminent Canadians from various walks of life and from a wide range of places and backgrounds. We asked these special guests to write commentaries on education from any perspective they deemed important. We purposely left the focus wide open so that our contributors could explore their visions and experiences. We believed that cumulatively these essays would give a multifaceted and interesting view of education. We were not disappointed. We were overwhelmed by the positive and enthusiastic responses and the generous amounts of time and energy that went into these compelling articles. Even when busy lives prevented some of our invitees from participating, we were heartened by the kind messages of interest, encouragement and support we received.

It has been the practice in the editorials of the five previous issues of LEARNing Landscapes to cluster the contributions into themes and to give a brief introduction to each of these. In this issue we have decided to let the readers/viewers draw out the themes, of which there are a number, and to let each piece stand alone to underscore the individual, varied, and nuanced nature of the work. The articles are arranged in alphabetical order and the authors, all of whom are eminent in their own right, include Jean Clandinin, Professor, University of Alberta; Eleanor Duckworth, Professor, Harvard University; Jane Gaskell, Dean, Faculty of Education, Ontario Institute for Studies in Education, University of Toronto; Saron Gebresellassi, doctoral candidate at York University; Margie Gillis, dancer and choreographer; Tim Goddard, Dean, Faculty of Education, University of Prince Edward Island; Michael Goldbloom, Principal, Bishop's University; David Johnston, President, University of Waterloo; Ben Levin, Professor and Canada Research Chair, Ontario Institute for Studies in Education, University of Toronto; The Right Honourable Paul Martin; Elizabeth May, leader of the Green Party of Canada; Avrum Morrow, Montreal entrepreneur and philanthropist; Terry Mosher, cartoonist; Lorri Neilsen Glenn, Professor, Mount Saint Vincent University; Julie Payette, astronaut; Hélène Perrault, Dean, Faculty of Education, McGill University; Cecilia Reynolds, Dean, Faculty of Education, University of Saskatchewan; Sharon Rich, Dean of the Faculty of Education, Nipissing University; Bernard Shapiro, Principal Emeritus, McGill University; Fern Snart, Dean of the Faculty of Education, University of Alberta; Duffie VanBalkom, Professor, University of Calgary; Larissa Vingilis-Jaremko, founder and President of the Canadian Association for Girls in Science; Sheila Watt-Cloutier, environmental and climate change awareness advocate; John Wiens, Dean, Faculty of Education, University of Manitoba.

We hope that this publication will stimulate and expand the conversations about education by sharing views and possibilities that exist within educational circles and beyond. We know it will underscore how central education is to everything we do, and just how involved and committed to education these authors are. We feel privileged and honoured to feature their work in this special issue, and extend a heartfelt thank you to each one of them.

L.B.K.

Lynn Butler-Kisber (B. Ed., M. Ed., McGill University; Ed.D., Harvard University), a former elementary school teacher, is a Professor in the Department of Integrated Studies in Education in the Faculty of Education at McGill where she is Director of the Centre for Educational Leadership and the McGill Graduate Certificate in Educational Leadership Programs. She has served as Director of Undergraduate Education Programs, Director of Graduate Studies and Research in Educational Studies, Associate Dean in Education, and Associate Dean and Dean of Students, and on numerous committees inside the University and in the educational milieu. Just recently she was appointed to the Board of Directors of St. George's Schools. Winner of the 1997 YWCA Women of Distinction award (Education) and 2008 Canada Post award (Educator), she teaches courses on language arts, qualitative research, and teacher education. She has a particular interest in feminist/equity and social justice issues, and the role of arts-informed analysis and representation in qualitative inquiry. Her current research and development activities include the Home Instruction for Parents of Preschool Youngsters (HIPPY) Efficacy Study, as well as projects with Trinidad and Tobago, Turks and Caicos Islands, England and Indonesia, and teachers and school leaders in Quebec. The focus of this work is on literacy learning, student engagement, leadership, professional development, and qualitative methodologies and she has published and presented extensively in these areas. Most recent is her book entitled, *Qualitative Inquiry: Thematic, Narrative and Arts-Formed Approaches*, published by Sage.

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