

## EDITOR'S NOTE

SENIOR EDITOR  
LEILA E. VILLAVERDE

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We are back online after the special issue with the Curriculum Studies Summer Collaborative. We also have several special issues in the works this year which cover the vast range of issues in critical pedagogy and will be very exciting! This new issue takes the reader around the world with authors from the United States, South America, and the United Kingdom. All the articles in this issue invite us to think deeply about the application of critical pedagogy, most poignantly what it requires of us in the current state of world. Kincheloe (2008) stated, “We don’t just take our data from the elite knowledge producers who publish in the most prestigious academic journals—we look for knowledge in a variety of places. Many of these locales in the dominant matrix of power are...places that we often find the most transformative of insights that change ours and many other people’s lives” (p.viii). That has always been Kincheloe’s vision and that of this journal.

In this issue, Heather Hurst shares how high school students in Philadelphia engage critical pedagogy throughout their school, but particularly in their English class. These students navigate how they come to know as well as reflect on their developing criticality. It’s both refreshing to hear from adolescents themselves as well as to know critical pedagogy lives and breathes in a high school in the U.S. The political climate currently is incredibly hostile towards anything critical and much the less the thought of giving youth an opportunity to learn about and interrogate power.

We also explore the intersection of critical pedagogy and Mapuche pedagogy in Chile in Torben Albertsen's article. The author posits what is necessary to learn here about knowledge production, past and present, and ultimately what is offered through Mapuche pedagogy and indigenous ways of knowing. Albertsen recognizes the Mapuche community's layered history and propose the ways in which they learn as a new lens/ theoretical framework to underscore a radical alterity and an onto-epistemological understanding of the world.

Next, we shift to emergent literacy learners where Cheu-jeey Lee studies many ways which critical literacy can be taught to this population and makes the case based on how necessary this is. Lee advocates for the intersection/merging of critical and emerging literacy to increase/maximize the mastery of literacy, specifically the ability to exercise power through the use of words. This is deeply important as it debunks the assumed incapacity of students, particularly younger ones.

The following article by McKenna and Mooney Simmie, addresses early school leaving practices through a critical lens to dispel an assumption of individual failure. Instead, this article invites us to understand the larger sociopolitical context of these decisions while also turning our attention to the ample ways education/learning occurs outside the school building. The authors focus on the agentic decisions and emancipatory practices possibly at play and the need to engage these.

We conclude the general issue with a special piece by Marla Morris, one that provides a jolt to our system and a needed dis-orientation about the incomprehensible and pervasive issue of school violence. The lack of care and action or courage to address the issue not only of violence but weapons in our schools is admonished here and the reality that we lose more young lives than through any other cause is crystal clear. Morris provides an important thought experiment with lasting impact.

## REFERENCES

Kincheloe, J.L. (2008). *Knowledge and Critical Pedagogy: An Introduction*. New York: Springer.