

## EDITOR'S NOTE

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This general issue of *The International Journal of Critical Pedagogy* offers an array of thought-provoking applications within critical pedagogy ranging from professional development to medical education. We believe you will enjoy this collection of thought-provoking work. As always we continue to expand the reach of critical pedagogy and the many ways our authors interpret and reinterpret the impact of critical pedagogy. It is no doubt our responsibility to deeply know critical pedagogy's history in order to keep pushing past its borders. This is a local and global effort. The authors in this issue illustrate how critical pedagogy is not only a goal in the classroom, through literacy and assessment, but necessarily weaved through professional development and teacher identity development. It is both embodied and enacted, for students, educators, and leaders, through text, spaces and relationships. The articles offer nuances to practices directing our attention to the needs of participants in negotiating various contexts. We learn intentional methods to fuse theory and practice perhaps in spaces otherwise overlooked.

Giroux, on the "Necessity of Critical Pedagogy in Dark Times", speaks to this when asked what is critical pedagogy to him:

One way of thinking about critical pedagogy in these terms is to think of it as both a way of understanding education as well as a way of highlighting the performative nature of agency as an act of participating in

shaping the world in which we live...critical pedagogy must be seen as a political and moral project and not a technique. Pedagogy is always political because it is connected to the acquisition of agency. As a political project, critical pedagogy illuminates the relationships among knowledge, authority, and power. It draws attention to questions concerning who has control over the conditions for the production of knowledge, values, and skills, and it illuminates how knowledge, identities, and authority are constructed within particular sets of social relations. Similarly, it draws attention to the fact that pedagogy is a deliberate attempt on the part of educators to influence how and what knowledge and subjectivities are produced within particular sets of social relations.<sup>1</sup>

Giroux links what we know with who we are and what we do; it's intention awareness. One that inspires recognizing this work in many liminal spaces, thus we hope this is equally encouraging for your continued work.

## END NOTE

1. Giroux, H., A and Barroso Tristan, J., M. (2013, February, 6). The necessity of critical pedagogy in dark times. Truth-out.org. Retrieved from <http://www.truth-out.org/news/item/14331-a-critical-interview-with-henry-giroux>