

Editorial Introduction

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With this first issue of 2008, we start our third year of the journal's publication with submissions that clearly reflect the inter-topical foci of this endeavor. Indeed, the founding interdisciplinary and inclusive intentions of the works we publish should speak about our understanding that while educational researchers will have their specialized observational and analytical inclinations, at the end of the day, it is the collective of the learning project that will either enhance or derail the social development possibilities of individuals, groups and societies. It is with this in mind that this journal was established, and it should be with that perspective that this work should advance publishing programs that are as generalist and, when needed, as specialist, as possible. As such, our topics would fall within many contemporary issues in education that are reflective of the changing structures and dispensations of schooling which are either local or global in scope and philosophy.

Indeed, the interconnectedness of most, if not all, educational programs should also intentionally and incessantly seek, expand and speak about the quality and equity dimensions of all projects of teaching and learning. Here, both the history and actual realities of education all over the world should teach us at least one important thing: while the arrangements as well as the contents of learning programs may be a priori assumed to circle around the ameliorative notations and practices of people's lives, it has also been the case that in many instances, the well-known thesis of education as a process of social reproduction has not been removed from the theatre of operations. It is on the basis of this important actuality that the journal's multicentric focus will always welcome research reports and outcomes that are capable of demonstrating the multiplicities of the educational context, and how the interactive nature of almost everything that happens in current spaces of schooling will affect the success or the failure of the general social development intentions of education.

So while the policy and curricular development phases of education are crucial for the fulfillment of education's role as an important agent of social development, what happens in schools, in terms of teachers' actions, the leadership qualities of the administrative unit, the relationship between the two, the policy formulations vis-à-vis the lives of learners, and the needed specialized attention to the needs of the most disenfranchised, are all crucial in formulating and implementing what we continuously call 'education for social well-being.' As such, both the sociological and technical platforms of education should be, must be, inextricably linked with and evaluated on the extent to which the overall enterprise effectively responds to the needs of those who have been previously instructionally marginalized including non-middle class and non-upper class segments of society, new immigrants and refugees, and the generations that current learning dispensations will affect most.

It is from these quasi-historical, socio-political and institutional dimensions of the learning project that the three articles in this issue attempt to critically and prospectively focus on the educational and development rights of minority groups, the important leadership qualities that are needed to run select schools in urban settings, and the collective capacity of young students to influence schooling structures and outcomes in shifting policy and political contexts. In the first article, 'Re/Claiming Agency: Learning, Liminality and Immigrant Service Organizations,' Tara Gibb, Evelyn Hamdon and Zenobia Jamal examine select tasks undertaken by those who work with new immigrants where a number of services including both formal and informal educational programs are provided to people from developing countries who are trying to adjust to new life in Canada. The authors note that these service organizations 'act as liminal spaces' where those women (the clients are mostly women) who seek their expertise and support have to re-negotiate their identities, establish new categories of knowledge, and reconstruct new conceptions of self and community. As Gibb, Hamdon and Jamal note, the processes these women go through are more complex and sometimes more alienating than they expected, but they, nevertheless, try to adapt to these contexts so as to achieve better life prospects for themselves and their families.

In the second article, 'Organizational Commitment and its Relationship to Perceived Leadership Style in an Islamic School in a Large Urban Centre in Canada: Teachers' Perspectives,' Mohamed F. Hussein and José da Costa look at the moral perspective that connects school leaders and those that work under them. Here, the focus is not on the power dynamics that sustain the relationship, rather it is on how the sharing of mutual needs, aspirations and values influence both the quality and the organizational outcomes of the situation. Hussein and da Costa employ an empirical mixed-method study and, with that, specifically try to understand the professional lives of teachers, particularly their organizational commitment in relation to the principal's leadership style, in the school. Based on their analyses, it seems that in this school, a high level of teachers' overall organizational commitment existed and that should be useful for the overall schooling realities of the situation.

In third article, 'The Penguin Revolution in Chile: Exploring Intergenerational Learning in Social Movements,' Donna Chovanec and Alexandra Benitez introduce what is known as the Penguin Revolution. This is a social movement of high school students in the South American country of Chile who have organized to protest the increasing neo-liberalization of schooling systems in their country. The emergence of the Penguin Revolution and the leadership role young students have assumed in this new movement has surprised many people, the authors note, as this was a clear contrast to the usually pacified non-activist social scene in Chile since the fall of Augusto Pinochet's military dictatorship about two decades ago. Chovanec and Benitez indicate that this type of effective social phenomenon may have a lot to do with women's earlier movements in Arica, Chile, with the new generation harnessing important clues to understand the importance of social activism and action.

Besides the three articles, we also have two book reviews in this issue. The first is a review of M. Corbett's *Learning to leave: The irony of schooling in a coastal community*

(2007), by Zane Hamm. The second is a review of Nombuso Dlamini's (Ed.) *New directions in African education: Challenges and possibilities* (2008) by Musembi Nungu.

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