

From the Editor's Desk:

Ingenuity, Imagination, and Innovation: Re-visioning Learning Pathways in 2021

Karen Magro

The University of Winnipeg, Canada

“We need new narratives that give us a more complete and accurate picture of who we are and who we can be — stories that show that our enormous capacities for consciousness, creativity, and caring are integral to human evolution, that these capacities are what make us distinctively human.”
Riane Eisler

“A talent for speaking differently, rather than for arguing well, is the chief instrument of cultural change.”
Richard Rorty

2020 has been a year like no other year; the ongoing pandemic has resulted in a tragic loss of life and a disruption of the familiar spheres of work and family life. The closure of many businesses, the resulting loss of work and the accompanying financial hardship have led to emotional, social, and economic dislocation and untold stress. As we enter 2021, new hope is on the horizon in terms of the widespread availability of Covid-19 vaccines and the renewed optimism to re-vision our world in life-centered ways where compassion and care are at the core. Urgent and innovative action is needed to prevent further climate catastrophe and species extinction. How do we learn new ways of adapting, thinking, and acting to protect the matrix of planetary life? *Learn* is the operative word if collaborative and creative solutions are to alleviate the existing stresses resulting from the pandemic.

In *Twilight of democracy: The seductive lure of authoritarianism*, Anne Applebaum (2020) writes about the fragility of democracies. She asserts that we cannot assume rational debate, knowledge and expertise will be respected. While Applebaum outlines many ominous examples of societies (past and present) heading for anarchy or tyranny, she is still hopeful that social democracies can flourish. People do not have to accept a vision of the world “born of resentment, anger, or deep messianic dreams” where “information technology can undermine consensus, divide people further, and increase polarization and only violence can determine who rules” (p. 186). Applebaum (2020) observes that the pandemic might also inspire “a new sense of global solidarity” (p. 186). Her book is written at a time when the roots of persistent conflict and war--poverty, oppression, human rights violations, and competition for the control of resources persist, but globalization and environmental deterioration continue to create global stress fractures that have also led to the displacement (both internal and external) of thousands of individuals seeking a new homeland (Magro and Honeyford, 2019). Communities and nations need a new way of working together that is built on dignity and respect for all. Applebaum suggests that the pandemic may be a type of disorienting dilemma that could challenge people to transform their existing beliefs and actions:

Maybe we will renew and modernize our institutions. Maybe international cooperation will expand after the entire world has had the same set of experiences at the same time: lockdown, quarantine, fear of infection, fear of death. Maybe the reality of illness and death will teach people to be suspicious of hucksters, liars, and purveyors of information...to some, the precariousness of the current moment seems frightening, and yet this uncertainty has always been there. The liberalism of John Stuart Mill, Thomas Jefferson, or Vaclav Havel never promised anything permanent. The checks and balances of Western constitutional democracies never guaranteed stability. Liberal democracies always demanded things from

citizens: participation, argument, effort, and struggle. They always required some tolerance for cacophony and chaos, as well as some willingness to push back at the people who create cacophony and chaos. (pp. 186- 189).

An alternative and more positive vision of the future involves a key word: *Learn*. How do we learn to live in a more peaceful world where global citizenship and true collaboration among nations exist? How do we repair a fractured world? If there is one thing that the pandemic has revealed it is that we are all sharing the matrix of our planet: the air, the water, and the soil. Inspiration can be gleaned from Canadian artist Bertram Brooker’s iconic work “Sounds Assembling” which was created in 1928. Brooker captured the zeitgeist of the era. There is an emergence of different dynamics from the centre. His geometric art work reflects musical cadence, melody, kinetic energy and an upward movement of growth and dynamism. If we look closely at his work, his design suggests multiple corridors and pathways and the exploration of new vistas of imagination. Brooker’s work illuminates key elements of creativity: an openness to new ideas, interdisciplinary thinking, and discovery learning.



Image 1: Bertram Brooker: *Sounds Assembling* (1928); Courtesy of The Winnipeg Art Gallery (WAG).

In his article “After the Pandemic, A Revolution in Education and Work Awaits” the writer Thomas Friedman (2020) explains that the pandemic will impact all societal structures and systems, including education. Access and opportunities to encourage lifelong learning will be a type of new “portable pension. “Personality traits such as critical thinking, creativity, flexibility, self-direction,

resourcefulness, and problem finding will form “essential skills” for the future rather than formal degrees. The nature of work, the workplace, and educational settings will radically transform and potentially, can lead the way to solve major environmental and economic problems. Drawing on the work of Ravi Kumar, the president of *Infosys*—an Indian based technological firm that helps prepare companies for a digital world, Friedman writes of the contradictions in our world today that can lead to generative and transformative shifts in the way we perceive learning and education:

Because the pace of technological changes, digitization, and globalization just keeps accelerating, two things are happening at once; the world is being knit together more tightly than ever—sure, the globalization of goods and people has been slowed by the pandemic but the globalization of services has soared and the skills you have today may be obsolete tomorrow...Children can expect to change jobs and professions multiple times in their life times (Friedman, *The New York Times*, October 20th, 2020).

Friedman (2020) posits that as work becomes more digitized, modular, and disconnected from conventional work settings of offices, factories, schools, and so on, there is the potential for more diverse groups of people, who might have previously been excluded or marginalized due to geographic barriers or physical challenges to compete for new jobs. Opportunities for talent and skill development and new pathways for learning emerge and open up. There are tremendous opportunities to bridge cultural, social, and class divides so that a more egalitarian workforce that is based on skill and merit emerges to solve some of the most urgent problems of our time. The emphasis, notes Friedman, would be on developing skills in a wide variety of areas that cross disciplines and areas of specialization. A “global education” would involve the exploration of art, literature, sustainability, anthropology, and sciences. Learners are also problem finders and creators of knowledge; rigid boundaries between teachers and students and among subject specialization areas continue to blur as new hybrid systems of knowledge are created. “Postsecondary education will be a hybrid ecosystem of company platforms, colleges, and local schools, whose goal will be to create the opportunity for lifelong learning” and “radical reskilling” (Friedman, NYT, p. 2). The concept of “self-direction” for lifelong learning takes on a new meaning. Self-direction, as the Australian adult education scholar Philip C. Candy emphasized, can be viewed as a personality trait and a process of learning; particular educational contexts can also enhance self-direction. His landmark book *Self-direction for lifelong learning* provides rich theoretical information that can help scholars and practitioners to examine learning processes from new angles.

Apprenticeship learning and programs that enable and empower youth in high school to develop practical skills in workplace settings will continue to increase. These “complex adaptive conditions” (Friedman, 2020) would create new opportunities for apprenticeship programs between high schools, colleges and universities, and diverse workplace settings. Learning is situated within a particular context and skills can be directly applied and enhanced with new technologies, professional mentoring, and an integration of humanities and sciences. Civics education, ethics, principles of democracy, environmentalism, emotional literacy and creating a climate of caring can open new and more optimistic inroads for the future. Nell Noddings’ emphasis on holistic education and creating a culture of caring applies to the way humans connect to the natural world and their immediate community. Noddings (2005) highlights four aspects of the human connection to place: 1) the political/psychological—how a psychological attachment to a place influences emotion and attitude; 2) the environmental how caring for one’s natural surroundings can contribute to a commitment to care, cherish, and protect the earth and the matrix of the soil, air, and water; 3) the relationship between local and global citizenship; and 4) love of place and the idea of human flourishing and self-actualization (Noddings, 2005, p.57). Earlier, Rudolf Steiner emphasized that physical, mental, and spiritual health form an essential foundation that enhances creative learning and intellectual growth. Creative and visionary teaching should be “permeated by an artistic quality” (p.12) and “working from the basis of the artistic, we can educate the [human beings] in such a way that [they] will feel a sense of inner well-being with every step and movement of the hand” (p.12).

Innovative and visionary education would encourage a climate where learners would develop a global perspective and a sense of collective responsibility to break down barriers and create greater

opportunity and access for all. The American philosopher Richard Rorty (1989) emphasized a “re-imagining” of society and collective responsibility that would create a culture of human rights. The moral capacity to help resolve social injustices, cruelty, racism, oppression, neocolonialism, and genocide would challenge artists, philosophers, educators, and writers to take a more multi-faceted view of thought, culture, and politics (Barreto, 2020). Rorty stressed that the “utopia of human rights” is a goal to work toward. He posited that a respectful, cooperative, and democratic way of life can only be achieved *not by inquiry*, but by *imagination*, “the imaginative ability to see strange people as fellow sufferers” (Rorty, 1989, p. 152). Empathy and a capacity to “see other humans beings as ‘one of us’ rather than as ‘them’ is a matter of what unfamiliar people are like and a re-description of what we ourselves are like” (Rorty, p. 152). He writes about the potential of great literary works to inspire and help individuals broaden their knowledge scope by learning more about humanity and the world from narrative experiences found in the works of diverse writers such as George Orwell, Jane Austen, Charles Dickens, and Richard Wright. Awareness, sensitivity, insight, and empathy can be developed, as Rorty notes, from studying different genres and looking more closely at ethnographies, journalists’ reports, memoirs, docu-dramas, and the world of the novel. In other works, I have built on Rorty’s ideas and highlighted the transformative potential of works in both literature and non-fiction to encourage emotional intelligence and transcultural understandings (Magro and Honeyford, 2019; Kornelsen, Balzer, & Magro, 2020).

Research and theoretical perspectives

The articles that form our new 2021 special double issue are timely and exceptional; they build upon the idea of re-imagining education and learning processes in creative ways that can lead to a more hopeful global network of nations and a sharing of ideas that can heal a world under siege. The authors’ unique perspective on dimensions of education, creativity, and learning invite new ways of thinking and exploring the possibilities of learning and innovative educational change in interdisciplinary ways.

In “Fostering creative thinking in a digital world” Douglas and Lynn Newton provide a fascinating insight into the future of educational innovation. Artificial Intelligence (AI) has rendered obsolete many work skills and competences, leading to job losses and socio-economic disarray. Drs. Douglas and Lynn Newton suggest the kind of skill-training that education will have to offer in order to facilitate students’ future transition into the workplace. These skills include a high degree of digital literacy, along with a cautionary attitude towards what AI can achieve, given that it lacks such aspects of Human Intelligence (HI) as creativity, intuition, and emotional awareness, ability to improvise and to evaluate. On the basis of a comprehensive analysis of existing research, the authors recommend a number of pre-conditions that need to be met in the educational setting itself, in order to ensure a successful (and harm-avoidant) collaboration between HI and AI.

Paul Orłowski highlights adolescent perspectives on climate change in an era of uncertainty. His study is situated in Nelson, British Columbia, a geographic area in Canada known for its progressive politics. Dr. Orłowski’s study took place approximately a year and a half before the coronavirus pandemic outbreak. He was interested in understanding the perspectives of adolescents who are trying to make sense and find meaning around contradictory discourses about climate change, economic uncertainty, and competing and binary political opinions. Orłowski writes that “how humanity deals with both these issues will have profound effects on the entire adult lives of this adolescent demographic.” Climate change, as Orłowski explains, can be linked to more frequent and devastating forest fires, increased desertification, uncertainty over crop yields, shortages of drinkable water, and warmer ocean temperatures that threaten sea life. Orłowski’s study also presents a hopeful vision for education and the future. With enlightened education and a greater focus on teaching sustainability and well-being, the repair, restoration, and renewal of planetary resources can occur. O’Sullivan (2001) suggests that educational systems, at all levels, need to move away from industrialism, nationalism, competitive transnationalism, individualism, and patriarchy, and, instead should open new pathways where individuals gain awareness and insight into a “cosmological sense” that invites new discourses of hope and healing. “We must educate to survive, critique, and

create...and that the specificity of contexts demands the specific creativity of the people or communities who live and work and educate in those contexts” (pp. 8-9).

Connie Phelps, Ashley Beason-Manes, and Amy Lockman explore covert aggression and gifted adolescent girls. Olweus (2003) describes a bully as someone who “intentionally inflicts, or attempts to inflict, injury, or discomfort on someone else” (p.12). Despite widespread “anti-bullying” programs, courses, and interventions in schools, the prevalence of bullying behaviors continues to threaten the emotional and social development of children, youth, and adults. Covert aggression, ostracization, relational bullying and online bullying can erode self-confidence and self-efficacy; learners may experience a sense of intimidation and fear both in the class and outside the classroom can be linked to mental health challenges such as depression, anxiety, and demotivation. Individuals who have been “bullied” might internalize negative messages; their full academic and personal potential can be eroded. To what extent are bullying behaviors enabled and even encouraged in particular social and cultural climates? In her book, *Odd girl out*, Rachel Simmons (2002) writes that girls’ aggression is often hidden in tightly structured networks of friends. Bullying among girls, Simmons notes that bullying

is epidemic, distinctive, and destructive. It is not marked by the direct physical and verbal behavior that is primarily the province of boys. Our culture refuses girls access to open conflict, and it forces their aggression into nonphysical, indirect, and cover forms. Girls use backbiting, exclusion, rumors, name-calling, and manipulation to inflict psychological pain on targeted victims (p.3). Dr. Phelps and her colleagues explore adolescent girls’ experiences of bullying. They suggest that future studies are needed to explore covert aggression in minority gifted adolescent populations with marginalization as a central theme (p.3).

Lara Milan and Sally M. Reis describe the results of a research study investigating the effects of a programming model specifically designed to apply the pedagogy of gifted education to the overall process of school-wide enrichment, specifically the application of The School-wide Enrichment Model (SEM, Renzulli & Reis, 2014). Factors such as student attitudes toward learning, teacher attitudes toward teaching, the extent of students’ creative productivity, and the processes involved in the implementation of SEM are highlighted. Drs. Milan and Reis also examine the application of the SEM to the Italian Public School System. Results indicate that the SEM application is linked to positive changes in parent, student, and teacher attitudes toward talent development, gifted education, and creative learning. The SEM can provide varied examples of specific resources and teaching and learning approaches that can uncover students’ strengths which may be hidden or dormant, and can build on students’ motivation, learning styles, and personality attributes.

In his qualitative study “Use of the Jordanian WISC-II for Twice Exceptional Identification,” Dr. Anies Al-Hroub presents an empirical investigation of the the Wechsler Intelligence Scale for Children – the third Jordanian version (hereinafter WISC-III-Jordan) profiles to analyze cognitive factors for ‘twice-exceptional’ (2E) children characterising “mathematical giftedness with learning disabilities (MG/LDs).” The paper examine whether WISC-III-Jordan (the latest adapted version in Jordan) is a useful psychometric assessment tool for providing a partial picture on the cognitive weaknesses and strengths of 2E learners. Dr. Al-Hroub draws upon a clear description of 2E learners as demonstrating:

the potential for high achievement or creative productivity in one or more domains such as math, science, technology, the social arts, the visual, spatial, or performing arts or other areas of human productivity AND who manifest one or more disabilities as defined by federal or state eligibility criteria. These disabilities include specific learning disabilities; speech and language disorders; emotional/behavioral disorders; physical disabilities; Autism Spectrum Disorders (ASD); or other health impairments, such as Attention Deficit/Hyperactivity Disorder (ADHD) (Reis, Baum, Burke, 2014, p. 222).

This empirical study would be of value to scholars and practitioners who wish to learn more about the value of WISC-II applications; important implications for teaching and learning are further highlighted in this study. What are the strengths, challenges, and limitations of such testing

instruments in gifted education? How can learning be enriched when test results are interpreted? Dr. Al-Hroub's study provides a compelling discussion.

In "Educating the gifted: An opportunity for improving the quality of teaching and learning in classrooms," Heinz Neber analyzes important ways that insights into gifted education can improve the overall quality of teaching and learning. Early approaches to educational programming for gifted students viewed ability as fixed and unchangeable. Accordingly, students first had to be identified as gifted before suitable programs could be offered them. According to Dr. Neber, a number of research studies support a different concept: ability is variable rather than fixed, and it is modifiable in response to instructional strategies. Rather than "First identify the student, then offer relevant educational programming", the preferred model becomes "First offer programs, then identify students who would benefit from them." Dr. Neber examines in detail the components of such whole-classroom programs as Problem Based Learning (PBL) and Cooperative Discovery Learning (CDL) which require students to think for themselves and to cooperate with others in generating knowledge. Research indicates that the "program first" approach meets the needs of gifted students and of those with lower-than-average ability.

In her article, "Minimizing the familiar and maximizing the diverse: Emergent pedagogy and self-differentiation in a post-COVID world, Christine Boyko-Head draws from her early teaching experiences from the 1990s and notes how a relatively homogenous student body has changed in response to late 20th century and more recent socio-political events. Over time, learner profiles have become increasingly diverse, with the inclusion of "first generation, second career, Indigenous, international, LGBTQ, and unique ability learners." Moreover, industry's demands have shifted, from the skills workers need in order to thrive in a fixed, hierarchical work environment, to a new set of skills better suited and more responsive to a continuously changing global work context. Emergent pedagogies, Dr. Boyko-Head notes, are increasingly learner-driven; they are characterized by inclusiveness and differentiation among learners. Boyko-Head includes an exercise that invites readers to review their own thinking processes. She meshes her innovative "3D-Briefing" approach with other educational paradigms to clarify the process. Drawing upon differentiated instruction, brainstorming, and experiential learning, Dr. Boyko-Head reinforces the value of creative learning dynamics; her ideas further drive home the messages that the 2020 COVID-19 pandemic has now given rise to urgent additional need for changes in education. Boyko-Head's research reinforces the idea that "classrooms are not static places, lacking in movement, action, or change....the interactive, interdependent, transactional nature of the classroom transforms students and teachers" (Buckelew & Ewing, 2019, p.14). In "No such thing as just a game: A briefing on 3D-Briefing" Dr. Boyko-Head further exemplifies a transformative approach to teaching and learning that is rooted in curiosity, courage, and creativity. Essential questions, enduring understandings, and a critically reflective stance can encourage clarity, self-agency, and creative self-expression.

While it is easy to include into society gifted individuals representing the social functions of maintenance or entertainment, it is much more challenging to fully include brilliant intellectuals who can potentially change society and its power structure by their insights. In "Extreme Intellectual Ability and the Dynamics of Social Inclusion," Roland Persson analyzes recent research that informs how gifted and talented individuals relate to the process of social inclusion. In particular, what factors influence the inclusion of gifted and talented individuals into mainstream society? On the basis of well-established empirical research in a multitude of disciplines, this study concludes that societal attitudes towards the intellectually gifted may to some extent be influenced by social policy, as well as by educating the general public. However, Dr. Persson suggests that the intellectually gifted themselves need to understand who they are in the light of social evolutionary dynamics; despite myriad intellectual, dispositional, and social gifts, they may be ignored or sidelined by the society as a whole. These individuals need to learn why the world around them sometimes reacts with aversion towards them. In his second article, Persson elaborates on an evolutionary-function-dysfunction taxonomy of the multiple subjective realities of the human mind. His theoretical analysis provides a cross-disciplinary synthesis of academic disciplines' understanding of "illusion and reality." The human mind is "adaptive in an evolutionary sense" and "illusion" as a positive force in human

behavior has been neglected in favour of an over-emphasis and focus on “dysfunctions” of the human mind. Dr. Persson’s perspectives challenge scholars and practitioners to reflect on important dimensions of personality theory, well-being, creativity, social psychology, and cognitive processes.

Innovative learning

In his *Catch-A-Wave Theory of Adaptability*, based on a “surfing” analogy, Dr. Joseph Renzulli discusses five Core Competencies that are, or will be required in the workplace, to enable students or employees to “ride the wave,” failing which they will “crash” and must refine existing skills. According to the 41-nation Organization for Economic Cooperation and Development (OECD) *Schools for the Future* report (2019), educators are not all well prepared to equip students with the skills they need in order to navigate future technological and social changes affecting the workplace. Students must develop a wide range of skills; in addition, they need to acquire new skills to replace obsolescent ones, as the need arises. The five sets of skills that Renzulli describes are interdependent and “need to be fluently used together.” They are best presented as authentic, project-based, student-driven learning endeavors. By way of support for educators, Dr. Renzulli offers two comprehensive appendices: Appendix A lists Practical Resources for Teaching Core Competencies, while Appendix B lists free or Inexpensive Web Sites for Teaching Coding.

In “Spectacles of Light, Fire, and Fog: Artichoke and the Art off the Ephemeral,” Francisco La Rubia-Prado explores the potential of social art and display to strengthen the foundation of community and democracy. Increasingly, arts-based pedagogies are used to tap into creative realms of learning. Looked at from a critical pedagogical lens, public forms of learning can be a catalyst for personal or social transformation. LaRubia-Prado supplements current dictionary definitions of the term “spectacle” with a more comprehensive version, in which spectacle involves art productions designed to “unite people in public spaces”—cities, the countryside, and coastal venues. He explains that spectacle “is a source of values, myths, and symbols that directly impact our psychological, emotional, and material lives as individuals and members of communities.” LaRubia-Prado describes in detail four categories of live and virtual art-centered spectacles produced by the British group *Artichoke*, expressing various themes: historical events, for example London’s Great Fire in 1666, and the conflict in Northern Ireland; cultural identity, for example the Medieval Lindisfarne Gospels; and a variety of light, fog and sound installations that encourage participants’ multi-sensory awareness of their environment, notably at a time of climate change. The arts-based recall of historical events, informed by elements of creative play and ritual, serve to celebrate, in positive ways, the notions of identity and community, along with a sense that problems can be resolved in creative ways and through common purpose.

Dr. Jaclyn M. Chancey and Dr. Jennifer Lease Butts (Enrichment Programs, University of Connecticut) describe a new program called the Coalition for Life-Transformative Education (LTE) that has been applied to the Honors Programs at the University of Connecticut. They explain that 21st Century learning goals in higher education “should add a sense of purpose, social engagement, a healthy lifestyle, and engagement at work or in a career.” (Chancey and Leese Butts, this issue). Authentic learning experiences that encourage university students to apply their ideas to practical settings outside the university can encourage self-agency, creativity, and self-direction. “Helping students to rely less on authority and more on their own views and ideas is a cornerstone of higher education; designing educational practices that help them to trust their internal voice, build their internal foundation, and secure their internal commitments” can enrich university experiences. Their study is informed by several theoretical perspectives developed by Joseph Renzulli: *The Three Ring Conception of Giftedness*, *the Enrichment Triad Model*, and *Operation Houndstooth*. Collectively, Renzulli’s ideas highlight the important of talent development, identifying and developing learner strengths and interests that may be dormant, self-direction, flexibility, authentic learning, and creativity.

Dr. Shauna MacKinnon describes a transformative post-secondary education program in the inner-city of Winnipeg (Department of Urban and Inner-City Studies). Dr. MacKinnon writes that

like many urban centres, the City of Winnipeg has deep racial and class divisions. Her important work highlights the way that universities can connect more with local communities by creating courses and programs that support local youth and adults. Personal and social transformation are possible when individuals feel a sense of hope and agency. Rather than escaping from a community, members have opportunities to work together to identify pressing needs in education, health care, safe housing, food security, employment, and neighborhood revitalization. Specialized courses provide learners with authentic learning experiences that can be applied to practical settings. Collaborative partnerships such as the one described by Dr. MacKinnon are increasingly important as we seek to rebuild urban centres with imagination, hope, and sustainability. She explains that “Winnipeg’s North End has been home to a high number of working-class immigrants, refugees, and low-income Indigenous families who have migrated from First Nations.” This area of Winnipeg has “long suffered the stereotypical narrative of being a dangerous and undesirable place to live.” The idea of locating post-secondary programs and courses in this area has helped community members “reclaim” and transform their community into one of vibrancy, opportunity, hope, and healing. Her post-secondary program in the Department of Urban and Inner City Studies is centred around inclusion, access, and opportunity for historically marginalized and under-represented youth and adult learners. In breaking down psychological, situational, and institutional barriers that too often prevent Indigenous youth and adults from realizing their life and career goals, Dr. MacKinnon’s exemplary educational initiatives can serve as a role model for visionary change in education today.

New problems require new solutions or perhaps a creative modification of existing solutions. Helen Lepp-Friesen opts for the latter in her article “A Long Poem: Take Time to...” When she became aware of how neighboring families on her block were suffering from the isolation imposed by COVID-19, she enlisted their help to design a “community sidewalk chalk project.” This project was informed by her thorough prior review of arts-based pedagogies and the emotional, social, and health benefits of community art. In the project’s final form, fathers, mothers and children, all of them living on Dr. Lepp-Friesen’s block, cooperated to cover some 70 sidewalk squares with word messages that enjoined viewers and passers-by to participate in a wide variety of activities, while at the same time adhering to the COVID-19 restrictions.

Christiane Kirsch presents an intriguing interdisciplinary approach to understanding journeys of spiritual rebirthing. In “Closing the spiritual circle of life: The unconditional love revolution” Dr. Kirsch draws from psychology, comparative mythology, and comparative religion to understand spiritual dimensions of life. She examines the role of the Divine Feminine in salvation history. Her interdisciplinary analysis challenges readers to examine their own faith and their own conception of the spiritual meaning in life.

Case studies, profiles of excellence, and interviews

In “Standing on the Shoulders of Giants,” Dr. Shoshana Rosemarin presents the case study of Janusz Korczak, a gifted educational innovator whose ideas, methods, and approaches have had a profound impact in both special education and gifted education. Dr. Rosemarin writes that at the heart of Korcza’s pedagogical vision was the belief that children are humanity’s only hope and that “mending the world means mending education.” Essential questions, enduring understandings, and experiential and authentic learning experiences could be catalysts for new thoughts, creative solutions, and transformative education. Character education or “the intelligence of the heart” and the encouragement of awareness, empathy, motivation, and transcultural communication skills were highlighted by Janusz Korczak decades before Daniel Goleman’s (1995) theory of emotional intelligence and Howard Gardner’s theory of multiple intelligences. Attributes such as self-direction, creative self-expression, and personal agency can be encouraged in enriched experiential learning climates.

The *IJTDC Profile of Excellence* features “Reflections on an Academic Life” by Dr. Sally M. Reis. The tributes to Dr. Reis emphasize her brilliance, generosity, and ongoing creative approach to teaching and educational innovation. Through her transformative leadership, tireless research

endeavors, publications, international work, teaching, workshops, and presentations, Dr. Reis has helped so many students, scholar-practitioners, and theorists in varied disciplines. Her exemplary works continue to include cutting-edge research on understanding the learning processes of gifted students with autism.

The interviews in this publication highlight the work of Dr. Sally Reis and Dr. François Gagné. In unique ways, these scholars share their insights into educational leadership that encourages interdisciplinary studies, holistic learning, emergent curricula that are multi-layered and complex; and they also stress the importance of dialogue and relationship building in varied educational contexts. Teaching and learning are grounded in understanding complex connections between personal philosophies of teaching, learning preferences, curriculum choices, and the evolution of new ideas that can illuminate life. In “The Seven Principles of Sustainable Leadership”, University of Toronto theorists Andy Hargreaves and Dean Fink (2003) write that:

Sustainable leadership matters, spreads, and lasts. It is a shared responsibility, that does not unduly deplete human or financial resources, and that cares for and avoids exerting negative damage on the surrounding educational and community environment. Sustainable leadership has an activist engagement with the forces that affect it, and builds an educational environment of organizational diversity that promotes cross-fertilization of good ideas and successful practices in communities of shared learning and development (p.8).

In sum, the contributions in this special double issue point to a pathway where education can be re-imagined, reconceptualised, and reconfigured in multi-dimensional ways to draw out the talent, potential, and success for all learners. In welcoming change, new opportunities, and inquiry, lifelong learning will continue to be the beacon of hope as we move forward in 2021.

In sum, the contributions in this special double issue point to a pathway where education can be re-imagined, reconceptualised, and reconfigured in multi-dimensional ways to draw out the talent, potential, and success for all learners. Lifelong learning continues to be the beacon of hope as we move forward in 2021.

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Image: Sounds Assembling, 1928.
Oil on canvas 112.3 x 91.7 cm.
Collection of the Winnipeg Art Gallery, L-80.
Photography by Ernest Mayer, Courtesy of the Winnipeg Art Gallery.

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