

Editors' Notes: Welcome to Volume 2, Issue 2 of *Education Matters*! Our team is delighted by the contributions to this issue and note with pleasure the variety of submissions related to knowledge dissemination. In this regard, we are pleased to offer our readership a range of research articles, academic essays, book reviews, and poetry related to the theme of education.

This issue continues the presentation of graduate student contributions alongside the work of senior scholars, emphasizing the Canadian context whenever possible. We open this issue with a unique essay by Lorna Donlevy, who reviews the benefits of integrating music into the classroom, incorporating video samples of activities to inspire our readers. Essays this issue also include engaging pieces by Whitney Blaisdell, Ghada Sfeir, Candace Besharah, and Michelle Olivier who challenge us to question the traditional implementation of curriculum, particularly as related to the embracing of diversity. We round out our essay section with a piece co-authored by Meghan Merkowsky and Egan Chernoff that relays a personal tale of math anxiety and related considerations for teachers.

We are also proud to present a varied selection of research articles. Teresa Hill provides an insightful qualitative study of the relationship between female resilience and participation in physical activity; Xinru Fang offers a unique depiction of Chinese international students' EAL identity formation; and Hilary Elmgren shares a wealth of practical, research-based, classroom strategies for integrating literacy across subject areas.

Book reviews in this issue include a powerful and informative review by visiting Chinese scholar Hongyan Wang who interrogates *Approaches to Aboriginal Education in Canada: Searching for Solutions*, as well as an impassioned review of *"My Daughter Can't Wait for Monday Morning!": Child Driven Responsibility for Sustainable Education in Happy and Productive Classrooms - Bullying Sidelined* by Jenna Ostrander, a recent B.Ed. student at the University of Saskatchewan.

We are also excited to share a selection of poetry authored by ITEP instructor William Robertson, poet Mike Lafond, and graduate student Alicia Doell. We are grateful to our contributors, from this and our previous issues, as they remind us of the many ways that education does matter, whether it's to teachers at the post-secondary level, to elementary and secondary teachers, to others involved in the field through research and policy development, or to students and lifelong learners of all ages. We deeply appreciate all of the wonderful submissions we have received, for this and our previous issues, and we hope that our readers will be as inspired as we have been by these authors' enthusiasm, innovation, and dedication to education.

In concluding our notes for this issue, we wish to welcome the stellar team of co-editors from the University of Saskatchewan that is taking on the General Managing Editor duties for the next two-year term:

Laurie-ann Hellsten is an associate professor in the Department of Educational Psychology and Special Education and the current Associate Dean, Graduate Studies and Research in the College of Education at the University of Saskatchewan. Her teaching areas include measurement and evaluation, classroom assessment, statistics, and research methods. Dr. Hellsten's research interests include instrument construction and validation, program evaluation, and the application of mixed methodologies within the domains of

education and health (e.g., beginning teacher induction and the development of professional identity; cyber bullying behaviours among adolescents; and assessing and supporting children's oral language and writing development through play).

Lynn Lemisko is an associate professor in the Department of Educational Foundations in the College of Education at the University of Saskatchewan. Dr. Lemisko's teaching experience includes seven years of work in Alberta in the Calgary and Ft. McMurray public school systems where she taught students in grades four through nine, and many years of teaching post-secondary courses in Canadian and European history, trends and issues in curriculum development, social studies curriculum and instruction and the history of education. Her research interests include explorations of issues in teacher education, social studies and citizenship education, and the history of education.

The new Student Editor will be Jennifer Seaton, a PhD Candidate in Interdisciplinary Studies with the Departments of Computer Science and Curriculum Studies at the University of Saskatchewan.

Welcome, Laurie, Lynn and Jennifer!

Please check the website for upcoming calls for themed issues. A message from Dr. Karla Jessen Williamson, Invited Guest Editor for Volume 3, Issue 1, indicates that the next issue of *Education Matters* published in the spring of 2015 is a special issue (*Indigenizing Post Secondary Education to Transform Educational Practices*) based on presentations at *wâhkôhtowin: Indigenizing practice in post-secondary education*, a fall 2014 conference sponsored by the University of Saskatchewan, the College of Education and the Gwenna Moss Centre for Teaching Effectiveness. Information on conference proposals can be found at: <http://www.usask.ca/wahkohtowin2014/index.php>.

Volume 3, Issue 2 will also be a themed issue, based on the upcoming Canadian History of Education Association (CHEA) conference. Submissions related to the topic *Regulations, Resistances & Reconciliations in the History of Education* are welcome via the website.

Please flag any submissions directed towards the themed issues as intended for 3(1) or 3(2).

Finally, to our authors, reviewers, technical supporters, and readers, as well as the leadership advisors from the University of Saskatchewan and the University of Calgary, it's been a delightful two years of involvement in the development of this journal, and we are grateful for all of the support we have had during the journal's evolution. We wish continued success to *Education Matters* as it evolves further to disseminate research, scholarly and artistic work on the landscape of teaching and learning.

Bev Brenna, General Managing Editor
Lisa Gaylor, Student Editor