

EDITORIAL

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This year 2020, has been an unprecedented year. Unprecedented fires across broad sweeps of the continent (about 6%) destroying millions of animals, human life and communities including Kangaroo Island, Combargo and Mallacoota. A disruptive United States of America presidential election process, confused by concepts of 'truth' and lies. Unprecedented 'Black Lives Matter' marches inflamed by racially based police brutality, including George Floyd's death on May 25. "I can't breathe" became a catch cry adopted globally by confined opportunity limited and oppressed minorities. The #Metoo movement, awarded the 2019 Sydney Peace Prize, maintained a continuing activism inflamed by emerging celebrity 'outing' and increasingly vehement national despair with levels of sex trafficking, sexual abuse and both social and family violence. There was a recycling declaration of "enough is enough", challenging the situation, but the protest gained only limited resources to achieve a modified moral compass.

But most devastating was the seemingly Wuhan sourced COVID-19 pandemic that rapidly spread, plunging nations into debilitation, loss of human life, lockdown – conflicted working and schooling at home, an economic down-turn with significant job losses, each a factor challenging satisfying levels of personal and community well-being. From expansive confrontation emerged the 'new' heroes. Celebrities and sports stars were supplanted by frontline medical staff from all levels and essential workers—and that included teachers. The innovative appreciation, exhibited from apartment block and roadside applause to impromptu musical performance, from the elderly to the pre-schooler, has become embedded in the historical narrative of coping with COVID-19.

Robert Bolton (2020) after interviewing teachers asserted "Teaching will never be the same again." Kaye Chalwell (cited in Bolton, 2020) describes her preparations for out of school learning and shares, "Teaching is about relating to kids. It's about the humour and fun of being in the room. It's about being relational. Online is a weird setting. ... In class we know who needs an extra 'hello'. And that's different when you are online. One of the things I want to work out how to do, is the relational stuff."

Chalwell in this issue guides *Reflections on pedagogical hospitality and remote learning* (p. 33), Hurlow retraces *Rethinking learning in a lockdown*:

... "What really matters?" (p. 4) and both Lounsbury and O'Neill in *Time Travel* (p. 26) and Christian and Page in *Why getting dirty matters* (p.39) support the links between engaging teaching and student well-being. The administrative role of ensuring whole of school well-being is addressed by Palmer in *Creating a Trauma Informed College Campus* (p. 14), Shields informs *Managing unsatisfactory teaching* from a Christian perspective (p. 19), and Gray models caring for technological barriers to students' learning (p. 48).

Research (Gore et al., 2020) has generalised that on average children did not miss out on learning in the lockdown, but variables considered confirmed the importance of special support to lower performing LSE school and student groups. TEACH chooses to honour the Christian educators who ensured children did not lose learning opportunities, but further also support their students' wellbeing in all crises, including COVID-19 contexts. **TEACH**

References

- Bolton, R. (2020, March 23). Teaching will never be the same again. *Financial Review* <https://www.afr.com/work-and-careers/education/teaching-will-never-be-the-same-again-20200320-p54cc2>
- Gore, J., Fray, L., Miller, D., Harris, J., & Taggart, W. (2020). *Evaluating the impact of COVID-19 on NSW schools*. Teachers and Teaching Research Centre University of Newcastle. https://www.newcastle.edu.au/__data/assets/pdf_file/0008/704924/Evaluating-the-impact-of-COVID-19-on-NSW-schools.pdf



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