EDITORIAL

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As an editor I am wanting this journal to demonstrate credibility, academic quality, and readability in Christian education. As a community of Christian educators, we need to encourage one another but also equip one another in a career that is so often undervalued and misunderstood by the general community and in some cases by stakeholders who need to be totally invested in their young people. The intent of this journal is to both encourage and equip.

Various groups of teachers have reported feeling under-appreciated in recent research. This is not just general teachers (Lavery & Dahill-Brown, 2024), but special education teachers (Hester et al., 2020) and even pre-service teachers (Murtiana, 2025). Teachers in Christian schools experience the same perceptions but also have their church and parent groups who may not understand the many pressures teachers face. Our work however is exceedingly meaningful. In God's currency, no lesson taught, no prayer whispered before class, no act of grace and understanding offered to a struggling student or colleague is ever wasted.

Another objective of TEACH is to embrace diversity in the range of topics to be published, highlighting the broad scope of research in the field of Christian education. This edition highlights the importance of sustainability not only as a matter of environmental conservation but also as a deeper, theological call to be faithful stewards of God's creation. This edition also includes topics on history including the teaching of ANZAC spirituality and the development of Christian education in Japan post World War II. There is a philosophical paper on the connection between practising God's presence and happiness as well as a practical piece that should give teachers some insight into what they can expect if they undertake a higher degree by research at a Christian higher education institution

I hope the contents of this edition will help teachers, administrators, and all support people in Christian centres of education to not only learn but also know that there is a community of Christian educators locally and globally at all levels who share the challenges but also share the joy. TEACH

References

Hester, O. R., Bridges, S. A., & Rollins, L. H. (2020). 'Overworked and underappreciated': Special education teachers describe stress and attrition. *Teacher Development, 24*(3), 348–365.

Lavery, L., & Dahill-Brown, S. (2024). Overworked & underappreciated: How uncertainty, long hours, & partisan politics undermined teachers' morale throughout the COVID-19 pandemic. *Teaching and Teacher Education, 142*, 104549.

Murtiana, R. (2025). " I feel unappreciated because I'm not the real teacher": Understanding pre-service teachers' emotions and identity. *Journal of English and Education (JEE), 11*(1).



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Primary classroom at Macarthur Adventist College. Photo: MAC image files.