

## Becoming

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# Éditorial/Editorial

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## Becoming

Thomas Ryan

This edition of the Canadian Journal of Education provides a glimpse into unique contexts and the process of becoming. For example, MacQuarrie, Blinn, MacLellan, Flynn, Meisner, Owen and Spencer provide observations from an introductory post-secondary Health Promotion course which features Mindfulness Meditation (MM). These insights may prompt the reader to reflect upon meditation in a tertiary context and how improvement via meditation presents participants with a means to locate peace and calm by slowing down to pause. This peaceful action empowers (positive rights) and protects (negative rights) participants, a consequence, both in Freire's commitment to betterment within a community (Freire 1972), and as a means to self-improve while becoming aware.

Salingré and MacMath within the context of post-secondary school admission interviews, demonstrate it is possible to become better interviewers by reconsidering the admissions process. They believe an admissions process could improve using the Multiple-Mini Interview (MMI) as a means to contemplate and improve fairness and equity. This open-mindedness leads to an ability to measure non-cognitive dispositions which enables diversification of admissions while lessening interviewer bias. The change is an opportunity to become (Fullan, 2008) more inclusive in the post-secondary admissions process.

Questioning and investigation leads Truelove, Bruijns, Johnson, Burke, and Tucker to discover the perspectives of Physical Education generalists and specialists concerning teaching philosophy, instructional barriers, and self-efficacy. Data illuminate elementary physical education generalist and specialist teachers' self-efficacy and perceived barriers when teaching. The authors suggest teacher awareness of difficulties is a means to become mindful of tensions in the context of effective teaching (Bandura, 1977).

Mary MacPhee in this edition of the Canadian Journal of Education utilizes mixed methods to identify the successes and challenges of non-francophone parents with chil-

dren in French minority-language schools. The context, although quite unique, relates to other articles, as people, in this case parents, attempt to become supportive helpers yet grapple with French schoolwork and school-community involvement. It seems that becoming part of the community with its culturally based linguistic foundation is often an impediment that is scalable.

Finally, readers learn that Burkholder, Hamill, and Thorpe have embedded themselves in a distinct context by offering monthly arts-based workshops with queer, trans, and non-binary youth ages 13 to 17. Again, it is the context that provides an opportunity to become better in a community (positive rights) while becoming aware of self in a creative landscape.

In each article people are in a distinctive and challenging context that requires consideration, sometimes to alter the topography to become something better than what currently exists. By becoming aware and informed people improve their understanding of context in a manner that leads them forward, realizing new positions that are even more equitable, rational and convivial. Each author herein demonstrates a sense of autonomy for individuals and groups to act without interference, to shape their own understanding of unique contexts based on their own free will and interests (Berlin, 1981). Becoming involves transformation and this action of becoming, no matter the context, requires mindfulness and new positive and safe experiences that stimulate, engage and nourish our human spirit.

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