

## V10N1 Editors' Introduction

This issue contains two manuscripts and a special section to commemorate the *Berkeley Review of Education's* 10-year anniversary issue. In the first manuscript, David C. Turner III explores the meaning-making processes of Black student organizers against the backdrop of their neoliberal university contexts. In the second, Rolf Straubhaar examines the contradictory ideologies underlying English and Spanish use in the classroom among teachers of newcomer students. Both of these pieces critically examine the tensions between policy and praxis and how such tensions impact students.

We close with a selection of four pieces written by former *BRE* board members: Gema Cardona, Leah Faw, Cristóbal Madero, and Frances Free Ramos. These authors each respond, uniquely, to the question: What do you think the educational community needs to discuss? Reflecting on our present iteration of social, political, and global crises, such as COVID-19, rising fascism, racism, and climate catastrophe, these scholars suggest that education must figure centrally in how we understand this moment. Cardona highlights the role of emotional labor when teaching Critical Race Theory in higher education classrooms. She argues that Critical Race Theory sets a condition of possibility for challenging the racialized and gendered fears of white and male students and allows for students of color to freely express their emotions during critical dialogues. Faw turns our attention toward pandemic-schooling. She engages the field of MotherScholarship and the social, political, and economic context of homeschooling to discern what pandemic-schooling is, is not, and could be. Madero reflects on the role that the COVID-19 pandemic has played in reshaping the teaching profession in Chile. Based on teacher responses, Madero outlines the five major lessons that the pandemic has taught him and his interlocutors about (the future of) the teaching profession and education more broadly. Lastly, Ramos dynamically connects the struggles of the current pandemic in Oakland, California, to the recent climate-related disasters in Puerto Rico to reveal the ways that schools can function as centrally located sites of organizing, mutual aid, and safeguards against state violence and neglect. She argues, based on her own experiences, that schools have proven to be vital for the work of social movements, and that it will take larger, structural change to truly eradicate the racial and economic inequities that plague so many of our students, educators, parents, and community members. Together, these texts call us to solemnly reflect on the troubles of this moment and illuminate a path forward through educational research, practice, and activism.

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The *Berkeley Review of Education* invites pieces that continue and extend the conversations started by the authors in this issue as well as work that starts new conversations on issues related to equity and diversity in education. We encourage senior and emerging scholars, practitioners, and policymakers to submit articles that address issues of educational diversity and equity from various intra/interdisciplinary perspectives. The editorial board especially welcomes submissions that provide new and diverse perspectives on pressing issues impacting schools, educational systems, and other learning environments. We also welcome a broad range of critical scholarship.

We define critical work as that which aims to analyze, evaluate, and examine power and dominant structures while helping us to imagine something new.

We thank the many people who have assisted in getting this issue to press: the authors, current and former board members, reviewers, advisers, and the students and faculty members at the Graduate School of Education who have helped us in many other ways. We especially thank Dean Prudence Carter, Assistant Dean Alejandro Luna, and our faculty adviser, Kris Gutierrez, for their ongoing support and guidance as we broaden the scope and readership of the journal. Finally, we thank the University of California Berkeley Graduate School of Education and Graduate Assembly for their generous financial support.

*The Editors*