

Editorial: Journal of Further and Higher Education
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As the incoming new team of Editors (Professor [Anastasia Christou](#) and [Dr Steve Lambert](#)) and Deputy Editor (Dr Rosalind Latiner Raby) we feel particularly energised to see the *Journal of Further and Higher Education* thrive as an endeavour of interdisciplinarity and critical pedagogy that aligns with the aims and scope of the journal and helps to widen the field of Further and Higher Education related themes.

The *Journal of Further and Higher Education* (JFHE) aims and scope define an international, peer-reviewed journal publishing scholarly work that represents the whole field of post-16 education and training with scholarship from throughout the world. Further and Higher Education includes an institutional focus on Further Education Colleges, Community Colleges, Technical Colleges, Universities of Applied Sciences, Universities, and others. The journal engages with a diverse range of topics intersecting with the macro (transglobal and national levels), meso (further and higher educational institutions levels) and micro (course, faculty/staff/student levels). The JFHE is committed to promoting excellence by providing a forum for critical scholarly debate and evaluation on policy, contemporary pedagogic issues, and professional concerns within different global educational systems.

The array of publications appearing in the journal showcase inspiring work that demonstrates originality and challenges established norms and practices by crossing theoretical, empirical, methodological, and case study boundaries. Articles offer original insights in an accessible, succinct style, that can debate and critique current practices to help form the basis for future research and theory generation. Future publications will offer informed perspectives on contextual and professional matters, and critically examine the relationship between theory and practice across the spectrum of Further and Higher Education. The JFHE follows a rigorous double-masked peer review process. This has earned the journal a CiteScore Scopus of 5.2 (2023), a Q1 impact factor best quartile and a Q1 CiteScore Best Quartile.

With the new tenure of the Senior Editorial Board, we envision a future publication trajectory for the journal inspired by a commitment to ensure critical, decolonial, and interdisciplinary advances in knowledge production. To match our Global Advisory Board, we aim to increase publications representing global scholarship, including a proliferation of research and practice work of scholars from underrepresented and marginalised groups including those in and from the Global Majority/Global South. We also aim to curate more articles that display Indigenous, intersectional, under-represented scholarship, comparative and international education, as well as promoting more participatory, community-based and radical action research.

As a new leadership team, we seek to expand and diversify our Editorial Board to reflect the values and principles we note above, and to steer the journal into a successful remit of the new aims and objectives of the journal. We see this as an opportunity to collectively reflect with a new Editorial Board on the continued educational and scholarship mission of the journal while underscoring its transformative power to further spark debate, dialogue, curiosity and innovation. Educational research is also about the journey from the inception of a particular study and project to the data collection and analysis and the writing up of the findings, and so

work on critical methodological approaches to research designs and new innovative multidisciplinary or interdisciplinary analytical and theoretical tools to analyse data are particularly welcoming.

Fresh, new and cutting-edge experimental methods that renew and expand the epistemological and epistemic context of Further and Higher Education research can be compelling in understanding contemporary challenges in educational settings. This includes arts-based, creative methods, multi-modal approaches, community-driven and action/participatory research that navigate the layers of power that equip researchers with insights to their own lenses of reflexivity and self-introspection. Reflexive tools are important to encourage critical research and to nurture generations of scholars as learners themselves researching their local, and global communities of educational contexts.

In this context, future scholarship might explore how societal challenges and crises impact upon educational matters, how such research can be harnessed to inform educational policy, and how research can represent a renewed opportunity to embark on using research to contribute to the benefit of wider communities. These explorations bring with them chances to delve into intersectional understandings of axes of power with multiple social categorisations, such as gender, race, ethnicity, class, age, religion, generation, ability, whereupon intersections of oppression and exclusion can emerge. The journal will welcome submissions from practitioners, teachers, and leaders in scholarly conversations about Further and Higher Education.

Space and time are equally of the essence in educational scholarship as we unlearn, relearn and develop new processes of learning challenged by such diverse phenomena and practices, from a post-pandemic world, to AI, climate, gender and racial justice, environmental and global political conflicts. Theoretical constructs are lenses from which authors interpret their findings and as such, the journal will welcome traditional as well as new theoretical lenses, such as de-colonialism and critical discourse theories. Many concepts are constantly filtered through these processes, seemingly irrelevant, yet at the centre of all things educational, such as ‘resilience’, ‘justice’, ‘equity’, ‘freedom’, ‘culture’, ‘development’ and the list is very long to include of topical and thematic areas that very much link to all the [Sustainable Development Goals](#) and beyond SDG 4, Quality Education.

At the crux of critical pedagogies is both curiosity and care driving the inquisitiveness to understand educational social worlds, and compassion and justice to develop frameworks for foundational change towards societal growth and personal development for individuals and collectivities. Learning spaces and learning institutions are rife with questions to seek out new knowledges and to push the boundaries of normative assumptions about education. As rapid technological advancement gives solutions and opportunities with communications and information systems, it also triggers complex problems impacting on educational systems, individual potential and even issues of integrity and ethics with dis/advantages to the use of ChatGPT and future AI software applications. These emergent forms of rapid techno-science applications to educational contexts offer a perverse entanglement of solutions and struggles, equally highlighting continued forms of digital apartheid as well as cultures of deepfakes, fake news and conspiratorial discourses. While such instances fuel the imagination and the possibilities for creativity, they also highlight many ethical challenges.

Thus, educational research is nothing but a field of complexity and intriguing possibilities, shaped by power and the social relations that emerge in the communities that we interact with, the places we reside in and the spaces we experience. Embracing such complexity in education research also comes with a responsibility to acknowledge the exclusions that exist, the violences that emerge, and the obstacles created by historical marginalisations and power imbalances. Such acknowledgements can also offer opportunities for reconciliation and repair, for voice and visibility, for students and scholars to be valued and for their worth to be sustained. By building research capacity in these domains and sharing knowledges that aim to drive glocal and translocal transformative potential for institutions and individuals, we embrace pedagogies of social justice as a catalyst for learning for peace and equity.

Further and Higher educational research should also foster opportunities to move from grassroots research to understanding educational leadership and challenge assumptions at that level while exposing limitations and making recommendations for change. It is at this level that ultimately, we hope that positive change can be solidified at the institutional level and by extension through all educational actors involved in those spaces.

It is in this context of today where issues of speed, security and social justice are very much integral to the transformative power of education to go beyond curiosity to communities of practice that will develop resilient societies and agile communities, where optimism and hope thrive, and where humanity is embraced as core ingredient to development and peace. Additionally, it is within these educational, societal, cultural and political landscapes that we commit ourselves to an Editorship tenure that will spark further excitement about un/learning our pedagogic social ecologies, so we can ignite generational aspirations to creativity of knowledge, ensuring that it is inspiring in its remit and inspirational in its mission.