



## Editorial

# Place, Past, Progress and Position

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This edition offers our readers stimulating analysis across three papers with themes of place-responsive pedagogy, radical global citizenship and a call to strengthen climate change education in Australian school education, pointing out that Geography should be positioned centrally for its unique contribution.

In the first article, Jefferson Kinsman offers a place-responsive pedagogy to connect students with local places, evocatively outlining the array of pre-fieldwork experiences that can sensitise and prepare them to heighten their subsequent encounters with place. Situated in Melbourne's Yarra Bend Park, the article emphasises the integration of Wurundjeri perspectives, offering strategies that prepare students to deeply engage with place in ways that can heighten their subsequent encounters with place. This rich account is transferable to other sites and will ignite your thinking about place-responsive pedagogy.

In the second article, John Huckle offers fresh insights on how school Geography can strengthen radical global citizenship, drawing on the philosophy of critical realism. Now a retired teacher educator, John has influenced generations of geography teachers in his role, and through extensive collaborations and publications, he continues to constructively challenge the geographical and environmental education community to consider what they teach, what young people should learn, and how they can learn it, in ways that may foster profound change. It is timely to reflect on the forty years since John's keynote in Brisbane and to consider what global citizenship can and should mean in a world facing global crises.

*The third article, Climate change education (CCE) Position paper: A call to action*, is a collaboration between the Australian Geography Teachers' Association (AGTA), the Australian Science Teachers Association (ASTA) and the Australian Association for Environmental Education (AAEE). Together, they are publicly calling for stronger, more comprehensive climate change education (CCE) in Australian schools. This collaborative position signals that three major national teacher associations agree that climate change education must be a priority. They are responding to the

challenges of the *Anthropocene*—the current era in which human activity is the dominant influence on the environment and the planet's systems. Because these challenges are increasingly complex and far-reaching, they argue that it is essential that all young Australians leave school with knowledge and understanding of climate change, its impacts, and solutions, alongside well-developed critical thinking skills to interpret information, assess evidence, and make informed decisions. The position paper calls for research-informed, explicit, sequential and mandatory CCE in Australian schools.

A central message is that students need more than facts—they need a systems-based understanding of how environmental, social, economic, and cultural factors interact. The associations argue that empowering students with agency and hope is essential. In other words, they want climate education to teach young people what they can do, not just what is going wrong.

To make this possible, they emphasise the need for high-quality professional learning for teachers, so educators feel prepared and confident to teach this content.

Overall, the call for action positions climate change education not as activism, but as equipping students with the knowledge, skills, and competencies they need to participate responsibly in shaping a sustainable and just future. This paper, launched on 9 February 2026, is reproduced as it marks an important moment in curriculum direction.

As editor of *Geographical Education*, I offer my thanks to the contributing researchers for their articles, the reviewers of those articles for their measured feedback, and to the geographic educators who generously offered their time to write book reviews. The journal would not be as valuable without the book reviews masterfully managed by Geoffrey Paterson, Reviews Editor, who has sourced interesting publications and ably liaised with the review authors to alert and guide our reading. I also thank Geoffrey Paterson for his thorough proofreading of the entire volume.

Please consider contributing to the next edition of the journal, Volume 39, 2026. I welcome articles for peer review and shorter contributions.