Welcome to the 2020 edition of *Geographical Education* which focuses on the Cross-Curriculum Priorities (CCPs), one aspect that makes up the Australian Curriculum. We think you would all agree that 2020 has not really panned out how many of us had planned. What seemed to be hope for the start of a new decade, instead has brought a major bushfire season followed by a global pandemic, mass protesting against racism, trade stand-offs, the biggest recession in the last thirty years and a closing of state borders. While the theme for this edition had been decided before any of these events, it is timely to remind ourselves that the CCPs are in their essence related to what sort of people we would like our students to become. Therefore, at no time have the CCPs been more important than in this new world as it is now so commonly referred to.

At the local level, the CCP of *Aboriginal and Torres Strait Histories and Cultures* highlights the First Nations peoples’ special connection to Country/Place, sea, sky and waterways. It celebrates unique belief systems, spirituality, language, ways of life, kinship and the significant contributions of the Aboriginal Peoples and Torres Strait Islander Peoples.

At the regional level, the CCP of *Asia and Australia’s Engagement With Asia* illuminates the importance of the relationship between both places in terms of trade and economic prosperity. Equally important is understanding the diversity of the region and Australia’s shared history, where movements of peoples have contributed to development, socially, intellectually, and creatively.

At the global level, the CCP of *Sustainability* addresses the ongoing capacity of Earth to maintain all life; living to meet the needs of today without compromising the needs of future generations. Sustainability education is futures focused creating a more economically, socially and ecologically just planet for our collective wellbeing.

The papers in this volume highlight the views of Australian, New Zealand and Canadian educators about the CCPs.

The first paper by Salter and Maxwell provides a broad introduction to the CCPs but also highlights a contradiction. These writers, quite rightly, point out that these areas have been referred to as priorities, yet with no assessable element within the curriculum are quite often ignored. They stress how well Geography as a discipline and therefore geography teachers are positioned to deliver these priorities effectively.

The second paper is the first of two related to the global CCP of *Sustainability*. Allen, Emery and Dyment explain the key conceptual thinking behind this priority as sophisticated and theoretically robust, looking at sustainability well beyond the environment to economic, cultural, social, political, and ecological domains. However, they also point out that implementation in schools has been inconsistent because of time and space constraints as well as a lack of professional learning for teachers.

The third paper by Mills and Tomas, also related to *Sustainability*, is a deeper dive into the challenges and opportunities of this priority. The writers then present a learning progression to empower geography teachers to embed sustainability in their day-to-day teaching.

The fourth paper moves to the regional level and centres on the CCP of *Asia and Australia’s Engagement with Asia*. In this paper, Henderson outlines the challenges and opportunities that Geography teachers face in implementing this CCP before providing concrete examples of where inclusions could be made. We are also given a timely reminder of the synergies between the CCPs and the General Capabilities. Henderson encourages Australian educators to foster virtual partnerships with schools in Asia through the Building Relationships through Intercultural Dialogue and Growing Engagement (BRIDGE) program.

The final paper looks to the local level focusing on *Aboriginal and Torres Strait Islander Histories and Cultures*. This paper specifically relates this CCP with the geographical concept of space. Hutchinson shows how space can be contested by contrasting relational space as occupied by the Gweagal inhabitants of Kamay/Botany Bay with absolute space as emphasised in the context of Cook’s expedition 250 years ago.

Many thanks to both the writers of the articles and the book reviews. Many thanks also to Geoffrey Paterson as proof-reader and Reviews Editor of the current volume. The book review titles reflect a range of topics in geography including water, tree hollows, Mallee country and the teaching of Geography. AGTA looks forward to contributions to the next edition of the journal Volume 34, 2021.