



For questions about this newsletter, or for submissions for future editions, please contact Dr. Olivia Zhang at o.zhang@twu.ca.

Summer 2020 / Été 2020

IN THIS ISSUE / DAN CETTE ÉDITION

WHAT WE DO:

Our goal is to promote comparative and international studies in Canadian education.

Want to find out more about our history, our constitution, and what we do? Check out the website:

<http://ciescanada.ca>

- ❖ President's Message on CIESC in the Pandemic / Le Message du Président en quoi s'agit de la SCÉCI Pendant la Pandémie
- ❖ Meet the New Executive Board / Rencontrez le Nouveau Directoire
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PRESIDENT'S MESSAGE ON CIESC IN THE PANDEMIC/LE MESSAGE DU PRÉSIDENT EN QUOI S'AGIT DE LA SCÉCI PENDANT LA PANDÉMIE

'Despite – or perhaps because of – the pandemic, the work of CIESC/SCECI is critical now as much as ever. The world seems to have gotten closer while we strive to find a common solution to combatting the virus. At the same time, divides based on race, socio-economic status, and geo-political boundaries, seem to have grown. The purposes of CIESC/SCECI “to encourage and promote comparative and international studies in Canadian education” provides a call to combat these divides and seek ways for finding commonality in our human experience.’—**Dr. Steve Sider, *President's Report, May 2020***

« Malgré - ou peut-être à cause de - la pandémie, le travail du CIESC / SCÉCI est aujourd'hui plus critique que jamais. Le monde semble se rapprocher tandis que nous nous efforçons de trouver une solution commune pour lutter contre le virus. En même temps, les divisions fondées sur la race, le statut socioéconomique et les frontières géopolitiques semblent être augmentées. Les objectifs du CIESC / SCÉCI « d'encourager et de promouvoir les études comparatives et internationales dans l'éducation canadienne » constituent un appel à combattre ces écarts et à chercher des moyens de trouver des points communs dans notre expérience humaine. »—**Dr Steve Sider, *Le Rapport du président, mai 2020***

MEET THE NEW EXECUTIVE BOARD / RENCONTREZ LE NOUVEAU DIRECTOIRE

Special thanks to the members who have fulfilled their commitment for their amazing service without which the Society could not have achieved this much: Un merci spécial aux membres qui ont achevé leur engagement, pour leur service extraordinaire sans lequel la Société n'aurait pas pu réaliser autant:

Paul Tarc, Program Chair (Western University)

Marcia Kim, Graduate Student Rep & Website (Calgary)

Vanessa Sperduti, Graduate Students Rep & Social Media (Western University)

Kathy Bickmore, Member-at-Large (OISE/University of Toronto)

Jing Xiao, Memberships (University of Saskatchewan)

Welcome to the new executive board/ Bienvenue au nouveau directoire :

Steve Sider, President (Laurier University)

Shibao Guo, Past President (University of Calgary)

Melody Viczko, Vice-President (Western University)

Grazia Scoppio, Secretary-Treasurer (Royal Military College)

Thashika Pillay (Queen's University)

Rebecca Stroud Stasel (Queen's University)

Xuemei Li (Memorial University)

Olivia Zhang (Trinity Western University)

Kumari Beck, Editor (Eng.) CIE Journal (Simon Fraser University)

WINNERS OF CONFERENCE AWARDS / LAURÉATS DES PRIX DE LA CONFÉRENCE

“Congratulations to each of you! The scholarship, teaching, service and mentorship recognized through these Awards, and through the competitive pool of nominations, demonstrate that we have a vibrant Society.” – Dr. Melody Vicko, Vice-president of CIESC

« Félicitations à chacune et chacun de vous ! La bourse, l'enseignement, le service et le mentorat reconnus par ces prix et par le bassin compétitif de candidatures démontrent que nous avons une société dynamique. » - Dr Melody Vicko, Vice-présidente de la SCÉCI

David Wilson Award for Distinguished Service

Dr. Marianne Larsen, Western University

Douglas Ray Award for best graduate student paper

Rabia G. Mir, University of British Columbia

Migrations, Transformations, and Getting to Home: A Theoretical and Personal Reflection

ABSTRACT: This paper is a narrative inquiry into the author's academic experience as an international student in three different countries: the United Kingdom, the United States of America, and Canada. It is an analysis of how formal pedagogical spaces sustain epistemic coloniality. This study also serves as an example of practising epistemic disobedience, which begins with a recognition of problematic representations and relations within celebrated diversity and inclusion narratives of academic institutions.

Rabia Mir completed her MA in Educational Studies from University of British Columbia in 2019. Her MA thesis critically examines the role of how *taqwa* (God consciousness) is taught and practiced among Muslims and how it can allow for a consciousness of the needs and significance of all creation.

Michel Laferrière Award (Masters) for best dissertation

Ian Alexander, University of Victoria

Chinese International Student Perspectives of their British Columbia Offshore School Experiences

ABSTRACT: Over the past twenty years, students in China have been learning the British Columbia high school curriculum in provincially-certified private offshore schools with the intention of attending universities abroad. This multiple case study explored the perspectives and experiences of five first-year university students who had recently graduated from such offshore schools. Through the theoretical framework of academic discourse and second language socialization, data was collected through interviews, journal responses, and educational documents. This study's findings indicate that participants were prepared for undergraduate courses because of their socialization into foundational research skills, essay writing, lecture listening, and project-based assessments. The similarities between the BC and university curricula helped these participants transition from high school to university as well as from China to Canada. These participants' socialization into the learning environments in offshore schools helped them prepare and learn skills necessary for favourable experiences in university.

Ian Alexander is a has worked as an English and Canadian Social Studies teacher in China and Korea for twelve years and completed his MA at the University of Victoria last Fall. Ian will be commencing doctoral studies in the Department of Curriculum and Pedagogy at the University of British Columbia this September.

Michel Laferrière Award (Doctoral) for best dissertation

Dr. Amira El Masri, York University

International Education as Policy: A Discourse Coalition Framework Analysis of the Construction, Context and Empowerment of Ontario's International Education Storylines

ABSTRACT: This study aims to examine the international education (IE) policy-making context in Ontario's postsecondary education sector for the period from 2005 to mid-2017 while also taking into account *Ontario's International Postsecondary Education Strategy 2018: Educating Global Citizens*. Using Hajer's Discourse Coalition Framework, this research aimed to explore how international education is constructed as a policy discourse, who the policy actors are, what role they play in empowering and silencing different discourses. Data sources included examining 415 media stories, 195 policy documents, and conducting 23 interviews with policy actors. It identifies three main storylines: *Internationalize, it is good for the economy (Economy)*; *Internationalize, yet manage its risks*; and *Internationalize, it is Canada's gateway to the world*. While the study reveals the hegemony of the *Economy* storyline, it highlights a shifting terrain where regulation and accountability discourses succeeded in reframing the hegemonic *Economy* storyline. This study reveals the fragmentation of the IE policy landscape and exposes actors from diverse scales, levels, disciplines, and contexts; all of whom contribute to the construction of IE and its related policies. This research contributes to our understanding of the economic aspect of internationalization, which goes beyond discourses of neo-liberalism, and argues against the traditional binary categorizations of socio-cultural and educational versus economic internationalization.

Dr. Amira El Masri's areas of research interests are postsecondary education and public policy focusing on international education policies and international students' experiences. I worked in a range of senior student-facing and policy-oriented roles in different national and international universities. I provided support for the development of internationalization and global engagement strategies on the faculty-level (Faculty of Education- Brock University, 2019) and on the institutional-level (York University, ongoing).

COMPARATIVE AND INTERNATIONAL EDUCATION / ÉDUCATION COMPARARÉE ET INTERNATIONALE

Call for reviewers/ Appel à des examinatrices

As noted in a message on May 1, our Journal is now completely Open Access!

Our ability to maintain the high quality of our Journal depends on the work of reviewers who provide thoughtful, constructive feedback on the submissions received, both in English and French.

We need more reviewers to ensure that reviews are carried out in a timely way. Please consider supporting the CIE by volunteering to be a reviewer!

Email Editors Kumari Beck kvbeck@sfu.ca (for English) or Eva Lemaire lemaire@ualberta.ca (French) to let us know your interest in serving the journal. Thank you!

WANTED: Editor in Chief / RECHERCHÉ: Rédacteur(trice) en Chef

We had no response to this call that went out in Fall 2019, and Editors Kumari Beck and Eva Lemaire have agreed to continue in their editorial positions until July 2021. Please see the enclosed Call for Editor's to consider if this is something you would like to take up!

FOCUS ON RECENT PUBLICATIONS / CONCENTRER SUR PUBLICATIONS

Guo, S., & Maitra, S. (Eds.) (2020). *Decolonising lifelong learning in the context of transnational migration*. London, UK: Routledge. <https://www.routledge.com/Decolonising-Lifelong-Learning-in-the-Age-of-Transnational-Migration/Guo-Maitra/p/book/9780367436643>

Shank Lauwo, M. (2020). Language ideologies in multilingual Tanzania: Parental discourses, school realities, and contested visions of schooling. *Journal of Multilingual and Multicultural Development*. DOI: 10.1080/01434632.2020.1760286

DOUGLAS RAY AWARD 2021 / LE PRIX DOUGLAS RAY 2021

CIESC/SCECI is issuing a call for submissions for the Douglas Ray Award to be presented at the 2021 Annual Conference. This year, the award recognizes a meritorious paper that was accepted to be presented by a graduate student (at the Master or Doctoral level) at the 2020 CIESC/SCECI Annual Conference. The major criterion for the award is research excellence.

Eligibility: The candidate must have had their paper accepted to be presented as a paper as a graduate student at the CIESC/SCECI 2020 Annual Conference at Western University. The student must submit a complete version of the sole authored paper for adjudication, up to 7,000 words not including the abstract and references.

Award Includes: a) Certificate of Accomplishment presented at the CIESC/SCECI Reception at the CSSE Conference; b) Travel subsidy to attend the 2021 CSSE conference (Andrew Skinner Award); and c) One-year free membership in CIESC/SCECI.

Submission: Please send an electronic copy of the paper as an email attachment to the Douglas Ray Award Committee Chair: Dr. Melody Viczko at mviczko@uwo.ca.

Deadline for submission: August 31, 2020

More details: <http://ciescanada.ca/awards-grants>

La SCECI fait appel aux soumissions pour le Prix Douglas Ray qui sera remis lors de sa conférence annuelle en 2021. Cette année, ce prix sera accordé à un(e) étudiant(e) du cycle supérieur (maîtrise ou doctorat) qui a été accepté pour présentation à la Conférence annuelle de la SCECI en 2020. L'excellence dans la recherche est le critère majeur de ce prix.

Eligibilité: Le/la candidat(e) doit avoir présenté son article comme étudiant(e) gradué(e) accepté pour présentation à la Conférence annuelle de SCECI 2020, l'Université Western. L'étudiant(e) doit soumettre le texte complet de l'article d'auteur unique en jugement. Ce texte ne doit pas dépasser 7000 mots, excluant le résumé et les références.

Le prix pour les gagnants sélectionnés : a) Un certificat d'accomplissement présenté lors de la réception de la SCECI, à la Conférence annuelle de CSSE ; b) Un subside de voyage à la Conférence annuelle de CSSE 2021 (Le prix Andrew Skinner) ; c) Une année gratuite comme membre de la SCECI.

Soumissions: Veuillez envoyer une version électronique de vos soumissions à la présidente du Comité de sélection pour le Prix Douglas Ray: Dr. Melody Viczko (mviczko@uwo.ca).

Fin des soumissions: Le 31 août 2020.

Plus de détails: <http://ciescanada.ca/awards-grants>

CALL FOR PROPOSALS / APPEL A PROPOSITIONS

A. Call for Papers: Journal of the Canadian Association for Curriculum Studies

Walking: Attuning to an Earthly Curriculum is a call to a participatory, practical, spiritual sensory, and theoretical curriculum experience within a field of places and relations. Within this call, and with each other, we ask, how we might imagine our curriculum topics as territories to be traversed carefully and thoughtfully and lovingly, in tune with environmental consciousness and human conscientiousness? We are interested in receiving critical and diverse methodological approaches and submissions.

Please submit a 250-word abstract or proposal to JCACS (to the section "Walking") that makes clear how you will respond to the call. Please also include a brief (50-word) biography.

Proposal Deadline: June 25, 2020

Marcher : s'accorder à un curriculum terrestre est un appel à une expérience participative, pratique, spirituelle sensorielle et théorique dans un champ de lieux et de relations. Dans le cadre de cet appel et les uns avec les autres, nous nous demandons : *comment imaginer nos sujets curriculaires comme des territoires à parcourir avec soin, réflexion et amour, en harmonie avec la conscience environnementale et la conscience humaine ?*

Nous souhaitons recevoir des soumissions et des approches méthodologiques critiques et diverses. Veuillez soumettre un résumé ou une proposition de 250 mots à la RACÉC (à la section « La Marche ») qui indique clairement comment vous répondrez à l'appel. Veuillez également inclure une brève biographie (de 50 mots).

Date limite de soumission des propositions : le 25 juin 2020

B. The Citizenship Education Research Journal (CERJ) is inviting all of this year's accepted presenters to submit their peer-reviewed proposals or full papers to be included in a special edition. The best graduate student paper will win an award and the prize winner's paper will be identified as such in the journal.

If interested, please email your proposal to Taciana de Lira e Silva at tdelio71@uottawa.ca by July 30, 2020.

CONFERENCE INFORMATION / CONFÉRENCE RENSEIGNEMENT

A. IMAGINING: Virtual Symposium (McGill University)

The IMAGINING symposium seeks to document and learn from the innovative and emergent work on pedagogies of reconciliation happening in Canada, and to create new pedagogical spaces that recognize the processes of remembrance, forgiveness, and forgetting needed to take up The Truth and Reconciliation Commission of Canada's (TRC) Calls to Action for education. IMAGINING brings together a diverse group of scholars who are working in between the spaces of

environmental justice/sustainability, law, education, social work, Indigeneity, art and narrative methods of representation in a two day virtual symposium on June 22 & 23/2020, hosted through McGill University (Montreal, QC) and supported by the Social Sciences and Humanities Research Council of Canada. In addition to the scholars, artists, lawyers, community members, youth, teachers and others engaged in sharing their perspectives on the broad theme outlined above, the public and invited participants are encouraged to consider the following guiding questions as part of our collective IMAGINING.

More information and free registration at

<https://www.mcgill.ca/artful-inquiry/imagining-symposium?fbclid=IwAR2ID55HgaV-sLZukUjQoyb4oXUEdPgNhXs5HsBARpHB8vR6m23QARETZls>

B. Exploring Indigenous, Decolonizing and Anti-Oppressive Pedagogies in Virtual Spaces

Hosts: Canadian Association for the Study of Indigenous Education: Canadian Critical Pedagogy Association

Date: July 8, 2020, 8 - 3 PT / - 4 MT / 10 - 5 CT / 11 - 6 ET / 12 - 7 AT

Where: Online (Zoom)

Context/Intention: As instructors prepare for online teaching in September 2020, many are eager to share planning ideas and resources that draw upon the wisdom traditions, teaching philosophies and values of Indigenous educators and ongoing alliances between Indigenous and critical settler educators especially as these shed light on approaches and practical strategies for virtual and distance teaching.

This is not an academic or research conference. This workshop is envisioned as a timely opportunity for educators to gather, share, and brainstorm as we are in the midst of planning September courses. The focus is on emergence (articulating core values, wisdom traditions and teaching philosophies to discern key intentions, tensions, and possibilities for enacting these in virtual and remote teaching formats) and convergence (bringing these emergent ideas, insights, and questions into threads, themes, synergy in the final session). We're particularly encouraging secondary and post-secondary educators bringing a history of exploring and grounding your teaching in Indigenous, decolonizing and antiracist pedagogies (including treaty and reconciliation-building education) to join in these sharing sessions. Experience teaching online is not expected.

Schedule: The workshop is planned to embody values of holistic learning, care, and exchange. The day will feature a keynote on exemplary practices, small group breakouts for sharing and brainstorming, in-depth discussions, and nourishing whole-body breaks. Throughout the day we will be adding to a resource-sharing folder to bring to your course planning!

Register for FREE but don't miss the deadline!: July 7, 12:00PM ET

REGISTRATION and conference updates: <http://tiny.cc/2020EMERGENCE>

Comparative and International Education *Éducation Comparée et Internationale*

WANTED: Editor in Chief	RECHERCHÉ: Rédacteur(trice) en Chef
The <i>Comparative and International Education Journal</i> (CIE) is seeking applications for the position of Editor-in-Chief (and French Editor).	La Revue <i>Éducation Comparée et Internationale</i> (ECI) est à la recherche de candidatures pour le poste de Rédacteur(trice) en Chef.
About our Journal	À propos de notre revue
<p><i>Comparative and International Education</i> (CIE) (formerly known as <i>Canadian and International Education</i>), the official journal of the <u>Comparative and International Education Society of Canada</u> (CIESC), is published twice a year and is devoted to publishing articles dealing with education in a comparative and international perspective.</p> <p><i>Comparative and International Education</i> has been the official, bilingual, peer-reviewed journal of the Comparative and International Education Society of Canada since 1972. It is devoted to publishing scholarly writing on (formal and non-formal) education in a globalized world, from comparative and international perspectives. CIE welcomes Canadian comparative studies including research on indigenous and cross-cultural research and as well comparative research on other education settings and topics. The journal accepts manuscripts in both French and English that use a variety of methodological approaches, draw upon a wide range of theoretical frameworks, and speak to diverse contexts. The journal is published twice a year. It is indexed by Proquest, EBSCO, the Canadian Education Index and the Sociology of Education Abstracts.</p>	<p><i>Éducation Comparée et Internationale</i> (anciennement connu sous le nom <i>Éducation canadienne et internationale</i>), la revue officielle de la <u>Société canadienne d'éducation comparée et internationale</u> (SCECI), est publiée deux fois par an et est consacrée à la publication d'articles traitant de questions éducatives, à partir d'une perspective comparée et internationale.</p> <p><i>Éducation Comparée et Internationale</i> a été la revue officielle, bilingue et évaluées par des pairs de la Société Canadienne d'Éducation Comparée et Internationale depuis 1972. Elle est consacrée à la publication d'écrits académiques sur l'éducation (formelle et informelle) dans un monde globalisé, à partir de perspectives comparées et internationales. <i>ECI</i> accueille des études comparatives canadiennes, y compris des recherches sur les autochtones et des études interculturelles, de même que des recherches comparatives sur d'autres contextes éducatifs et sujets. La revue accepte les manuscrits en français et en anglais qui utilisent une variété d'approches méthodologiques, puisent dans un large éventail de cadres théoriques, et s'adressent à divers contextes. La revue est publiée deux fois par an. Elle est indexée par Proquest, EBSCO, l'Index Canadien d'Éducation et la Sociologie des Résumés en Éducation.</p>
Description of the position	Description du poste
The Editor in Chief will oversee the editorial process for submissions of manuscripts to the <i>CIE Journal</i> . The role involves a wide array of editorial responsibilities, from ongoing maintenance of the workflow associated with reading initial submissions, overseeing the review process, registering decisions	Le (la) Rédacteur(trice) en Chef supervisera le processus éditorial pour les soumissions de manuscrits à la <i>Revue ECI</i> . Le rôle implique une vaste gamme de responsabilités éditoriales, du maintien continu du flux de travail associé à la lecture des soumissions initiales, à la supervision du processus d'évaluation, à

<p>based on peer-reviews, and overseeing the copy-editing and final publication stages.</p> <p>The position offers an opportunity for candidates looking for a move from research into scholarly publishing, as well as those seeking to advance their editorial experience. Applicants should be versatile, able to adapt to fast-paced environments and show a proven interest in editorial matters and the scholarly literature on comparative and international education.</p> <p>The ideal candidate will have experience in the following fields: education, international education, and comparative education, etc.</p> <p>* The position will be supported with funding for an Editorial Assistant, Copy Editor, and Translator.</p>	<p>l'enregistrement des décisions basées sur des évaluations par des pairs, et à la supervision des stades de copie-édition et de publication finale.</p> <p>Le poste offre une opportunité aux candidats(es) qui souhaitent un changement de la recherche à la publication académique, de même que ceux qui cherchent à avancer leur expérience éditoriale. Les postulants(es) doivent être polyvalents, être capables de s'adapter aux environnements au rythme rapide, et de montrer un intérêt avéré pour les affaires éditoriales et la littérature académique sur l'éducation comparée et internationale.</p> <p>Le candidat idéal (la candidate idéale) aura de l'expérience dans les domaines suivants : éducation, éducation internationale, et éducation comparée, etc.</p>
<p>Responsibilities</p>	<p>Responsabilités</p>
<ul style="list-style-type: none"> • Assessing new submissions and guiding manuscripts through the review process • Overseeing editorial decisions • Being familiar with past and current issues in the field of comparative and international education • Maintaining up-to-date reviewers' list • Keeping subscribers' lists up to date • Overseeing journal subscription income and expenses, as well as maintaining up-to-date financial records • Liaising with contacts at BePress, the company that provides the online platform for our journal website to ensure that workflow processes meet the needs of the journal • Supervise the work of the Editorial Assistant • Working with our copy-editor to ensure that all accepted manuscripts are correctly copy-edited before publication. • Development and/or updating of editorial policies and processes as may be required. • Travel to each CIESC annual conference in order to Chair an annual face-to-face <i>CIE</i> editorial board meeting. • Communicating with and arranging the annual face-to-face and any additional virtual meetings as required with the <i>CIE</i> editorial board • Providing the CIESC Board and Membership with an Annual Report and Financial Statement at each CIESC annual conference. • Generating new ideas for improving the journal, 	<ul style="list-style-type: none"> • Évaluer les nouvelles soumissions et guider les manuscrits durant le processus d'évaluation • Superviser les décisions éditoriales • Être familier(ère) avec les questions passées et récentes dans le domaine de l'éducation comparée et internationale • Maintenir à jour une liste des évaluateurs • Garder à jour les listes des abonnés • Superviser les revenus des abonnements et les dépenses de la revue, de même que maintenir à jour les rapports financiers • Assurer la liaison avec des contacts à BePress, la compagnie qui fournit la plateforme en ligne pour le site internet de notre revue, afin de s'assurer que les processus du flux de travail répondent aux besoins de la revue • Travailler avec notre éditeur de copie afin de s'assurer que tous les manuscrits acceptés sont tous correctement copiés-édités avant la publication • Développer et/ou mettre à jour les politiques et processus éditoriaux, si cela s'avère nécessaire • Assister à chaque conférence annuelle de la SCECI afin de présider à une rencontre annuelle face-à-face du Comité de lecture de l'<i>ECI</i> • Communiquer avec, et arranger la réunion annuelle face-à-face et toutes autres rencontres virtuelles, si nécessaire, avec le Comité de lecture de l'<i>ECI</i> • Fournir au Comité et aux membres de la SCECI un

<p>such as using new technology and social media to increasing submissions and readership</p> <ul style="list-style-type: none"> Promoting and acting as an advocate for the journal 	<p>rapport et état financier annuels à chaque conférence annuelle de la SCECI</p> <ul style="list-style-type: none"> Générer de nouvelles idées afin d'améliorer la revue, comme par exemple l'utilisation des nouvelles technologies et des réseaux sociaux pour augmenter les soumissions et le lectorat Promouvoir et agir en tant que défenseur de la revue
<p align="center">Qualifications and Experience</p>	<p align="center">Qualifications et Expériences</p>
<ul style="list-style-type: none"> Member of the CIESC Preferably fully bilingual (French and English) but realistically, English or French Experience in an international and comparative education research environment Strong familiarity with the scholarly literature is essential, proven experience in journal publishing would be an advantage Organizational experience Excellent communication and presentation skills, both written and oral A PhD in the field of comparative and international education 	<ul style="list-style-type: none"> Membre de la SCECI De préférence, entièrement bilingue (Français et Anglais) Expérience dans un environnement de recherche sur l'éducation internationale et comparée Forte connaissance de la littérature académique est essentielle ; une expérience avérée dans la publication de revue serait un avantage Très organisé(e) Excellentes compétences en communication et présentation, à la fois écrite et orale Un doctorat (PhD) dans le domaine de l'éducation comparée et internationale
<p align="center">Why become the CIE journal editor?</p>	<p align="center">Pourquoi devenir rédacteur(trice) de la revue ECI?</p>
<p>Although there is no monetary compensation for this position, the new CIE editor will gain many benefits including:</p> <ul style="list-style-type: none"> Greater familiarity with ongoing research in the field of Comparative and International Education; Credit for "service" within your department in your institution; and Greater visibility within the education research community. 	<p>Quoique ce poste n'implique aucune compensation financière, le nouveau rédacteur (la nouvelle rédactrice) va gagner plusieurs bénéfices, ci-inclus :</p> <ul style="list-style-type: none"> Plus de familiarité avec la recherche courante dans le domaine de l'Éducation Comparée et Internationale ; Reconnaissance pour le service de la part de votre département dans votre institution ; et Plus de visibilité dans la communauté de la recherche en éducation.
<p align="center">Further Application Information:</p>	<p align="center">Informations supplémentaires pour la demande</p>
<p>The Editor will be appointed by the CIESC Executive and ratified at the 2021 CIESC Annual General Meeting. This position would begin 01 July 2021 for a three-year term, and would overlap with the current co-editors' positions until 01 July 2022. This overlap will allow mentorship of the new Editor through the first year to ensure continuity of best practices</p>	<p>Le (la) rédacteur(trice) en chef sera nommé par le comité exécutif de la SCECI et ratifié à l'Assemblée Générale Annuelle de la SCECI de 2021. Ce poste débiterait le 1^{er} juillet 2021 pour un mandat de cinq ans, et coïnciderait avec les postes des actuelles rédactrices en chef devant prendre fin le 1^{er} juillet 2022. Ce chevauchement permettra le mentorat du</p>

regarding journal publication.

Should the selected candidate not be fully bilingual, a co-editor will be sought who is fluent in the second official language, resulting in two co-editors being appointed, one Editor, English, and one Editor, French.

Qualified applicants are invited to send a cover letter and a current CV to the *CIE* editor, Kumari Beck, Editor, English at kvbeck@sfu.ca by March 31st, 2021. The Editorial board will review all applications and make a recommendation to the CIESC Executive.

nouveau (de la nouvelle) Rédacteur(trice) en Chef durant la première année de son mandat afin d'assurer une continuité de bonnes pratiques concernant la publication de la revue.

Au cas où le (la) candidat(e) sélectionné(e) ne serait pas entièrement bilingue, un(e) co-rédacteur(trice) qui maîtrise la seconde langue officielle, sera recherché, résultant en la nomination de deux co-rédacteurs, un(e) Directeur(trice) de rédaction en langue anglaise, et un(e) Directeur(trice) de rédaction en langue française.

Les candidats qualifiés sont invités à envoyer une lettre de couverture et leur récent curriculum vitae aux rédactrices de l'*ECI*, Kumari Beck, Directrice de rédaction en langue anglaise kvbeck@sfu.ca, le 31 mars 2021 au plus tard. Le Comité de lecture-passera en revue toutes les demandes et fera une recommandation au comité exécutif de la SCECI.