



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>.

For questions about this newsletter, or for submissions for future editions, please contact us at info@ciescanada.ca.

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PRESIDENT'S MESSAGE

Greetings from the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples who have longstanding relationships to this land in what is called southwestern Ontario. The annual conference program is finalized and will be sent to members from CSSE soon. The conference will be held in [a virtual format](#). Many thanks to CIESC/SCECI Program Chair Dr. Thashika Pillay who has organized an engaging program, and also to the many members who supported with the proposal reviews. The CSSE Board has set [registration rates](#) for this year, waiving the registration fee for students who identify as Indigenous, Black or with other equity deserving groups. The deadline for early bird registration is March 31, 2022.

Onto the newsletter: We continue our commitment to sharing graduate student research. Please make sure to check out the featured work of CIESC/SCECI graduate students and connect with them about their work. There are a few advertisements for faculty positions included in the newsletter; please share them with colleagues who may be interested. Congratulations to the many members who have shared their recent publications with us. I look forward to taking them in.

Dr. Melody Viczko
President, CIESC/SCECI

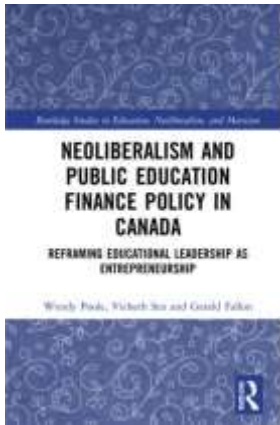
LE MESSAGE DE LA PRÉSIDENTE

Salutations des territoires traditionnels des peuples Anishinaabeg, Haudenosaunee, Lunaapeewak et Attawandaron qui entretiennent des relations de longue date avec cette terre dans ce qu'on appelle le sud-ouest de l'Ontario. Le programme de la conférence annuelle est finalisé et sera bientôt envoyé aux membres de la SCÉÉ. La conférence se tiendra dans [un format virtuel](#). Un grand merci à la présidente du programme CIESC/SCECI, Dre Thashika Pillay, qui a organisé un programme intéressant, ainsi qu'aux nombreux membres qui ont participé à l'examen des propositions. Le conseil d'administration de la SCÉÉ a fixé [les tarifs d'inscription](#) pour cette année, en supprimant les frais d'inscription pour les étudiants qui s'identifient comme autochtones, noirs ou appartenant à d'autres groupes méritant l'équité. La date limite des préinscriptions est le 31 mars 2022.

En ce qui concerne le bulletin: Nous poursuivons notre engagement à partager les recherches des étudiants diplômés. N'oubliez pas de consulter les travaux présentés par les étudiants diplômés du CIESC/SCECI et de vous connecter avec eux à propos de leur travail. Quelques annonces de postes de professeurs sont incluses dans le bulletin; veuillez les partager avec les collègues qui pourraient être intéressés. Félicitations aux nombreux membres qui ont partagé avec nous leurs publications récentes. J'ai hâte de les accueillir.

Dre Melody Viczko
Présidente, CIESC/SCECI

Books



A new book, [*Neoliberalism and Public Education Finance Policy in Canada: Reframing Educational Leadership as Entrepreneurship*](#), published by Routledge/Taylor and Francis, is co-authored by Wendy Poole, Vicheth Sen, and Gerald Fallon.

The book reports on research that investigated the worlds of school district administrators (SDAs) in the context of a neoliberal public education policy environment characterized by retrenchment of government expenditure on public education and the imperative for school districts to actively generate supplementary revenue through entrepreneurial and other means. The book reports on the kinds of initiatives that SDAs undertook to protect public funding and to generate new sources of funding through business-like activities, paying attention to the ways in which the SDAs responded to the policy environment differently according to their understandings of local contextual conditions. Themes that permeate various chapters of the book include: (1) the impact of entrepreneurial public education finance policy on financial equity between school districts in a spatially diverse province and the implications for equity of student access to quality education; and (2) how SDAs negotiated their subjectivities as educational leaders within a policy rationality that compelled a business-like model of leadership. The authors propose a vision of educational leadership that transcends the parochialism and self-interestedness of entrepreneurial leadership at the school district level and that moves toward public education and educational leadership for the common good.



A new book, [*Leadership for inclusive schools: Cases from principals for supporting students with special educational needs*](#), published by Rowman and Littlefield, is co-authored by Steve Sider and Kimberly Maich.

This book supports the professional learning of school principals, and those who aspire to be such, in development of their skills and knowledge around fostering inclusive schools for students with special education needs. The book includes 27 case stories that are based on research with school principals. Each case includes expert commentaries and resources to support principals and emerging leaders as they consider how to effectively support students with special education needs in inclusive schools. Its premise is based on the recognition that there are increasing numbers of students with disabilities and special education needs in neighbourhood schools. Principals need to develop new competencies to navigate the challenges, and benefits, of including students with special education needs into inclusive classroom settings. The book provides opportunities to build leadership competencies by considering a diversity of cases related to inclusive leadership. The cases in the book are divided among nine sections addressing the following areas: transitions, early years, elementary school cases, secondary school cases, community supports, school board/district supports, school teams, complex cases, and cases specific to new teachers. Seven cross-cutting themes are addressed in these cases including: communication, parents/caregivers, agency/efficacy, collaboration, relationships/trust, legal, and advocacy.



A new open access book, [*Global university rankings and the politics of knowledge*](#), published by University of Toronto Press, is edited by Michelle Stack.

For many institutions, to ignore your university's ranking is to become invisible, a risky proposition in a competitive search for funding. But rankings tell us little if anything about the education, scholarship, or engagement with communities offered by a university. Drawing on a range of research and inquiry-based methods, *Global University Rankings and the Politics of Knowledge* exposes how universities became servants to the education industry and its impact.

Conceptually unique in its scope, *Global University Rankings and the Politics of Knowledge* addresses the lack of empirical research behind university and journal ranking systems. Chapters from internationally recognized scholars in decolonial studies provide readers with robust frameworks to understand the intersections of coloniality and Indigeneity and how they play out in higher education. Contributions from diverse geographical and disciplinary contexts explore the political economy of rankings within the contexts of the Global North and South, and examine alternatives to media-driven rankings. This book allows readers to consider the intersections of power and knowledge within the wider contexts of politics, culture, and the economy, to explore how assumptions about gender, social class, sexuality, and race underpin the meanings attached to rankings, and to imagine a future that confronts and challenges cognitive, environmental, and social injustice.

PUBLICATIONS AND MEMBER UPDATE / PUBLICATIONS ET MISE À JOUR DES MEMBRES

Journal Publications

- Guo, S. (2021). Reimagining Chinese diasporas in a transnational world: Toward a new research agenda. *Journal of Ethnic and Migration Studies*, 1–26. <https://doi.org/10.1080/1369183X.2021.1983958>
- Lei, L., & Guo, S. (2022). Beyond multiculturalism: Revisioning a model of pandemic anti-racism education in post-Covid-19 Canada. *International Journal of Anthropology and Ethnology*, 6(1), 1–22. <https://doi.org/10.1186/s41257-021-00060-7>
- Liu, J., & Guo, S. (2022). Navigating transition to work: Recent immigrants' experiences of lifelong learning in Canada. *International Review of Education*. <https://doi.org/10.1007/s11159-021-09931-9>
- Sider, S. (2021). Adding new “C”s to our lexicon when considering the future of comparative education research: Complexity, care, and caution. *Revista Española de Educación Comparada*, 40, 35–49. <https://doi.org/10.5944/reec.40.2022.31312>
- Sider, S., Maich, K., Morvan, J., Villella, M., Ling, P., & Repp, C. (2021). Inclusive school leadership: Examining the experiences of Canadian school principals in supporting students with special education needs. *Journal of Research in Special Educational Needs*, 21(3), 233-241. <https://doi.org/10.1111/1471-3802.12515>
- Sider, S., Morvan, J., & Börner, M. (2021). Partnerships to support quality education in Haiti: A case study addressing the Sustainable Development Goals. *Compare: A Journal of Comparative and International Education*, 1-18. <https://doi.org/10.1080/03057925.2021.1941771>

PROMOTING GRAD STUDENT RESEARCH / FAIRE LA PROMOTION DE LA RECHERCHE DES ETUDIANTS DIPLOMES

Publications by Graduate Students

- Noreiga-Mundaroy, A. (2021). Global responses to rural challenges: Exploring rural education in Trinidad and Tobago. *Canadian Journal of New Scholars in Education*, 12(2), 150–158. <https://journalhosting.ucalgary.ca/index.php/cjnse/article/view/71773>
- Noreiga, A. F. (2021). Square peg in a round hole: Unveiling rural student challenges in Trinidad and Tobago through currere. *Currere Exchange Journal* 5(2), 24-32. <https://cej.lib.miamioh.edu/index.php/CEJ/article/view/127/94>
- Pham, J. (2021). The fallacy of native-speakerism in English language education. In R. A. Torres, K. Leung, & V. Soepriatna (Eds.), *Outside and in-between: Theorizing Asian-Canadian exclusion and the challenges of identity formation* (pp. 177–186). Brill. https://doi.org/10.1163/9789004466357_016

Profiling Recently Graduated Students

Rebecca Stroud Stasel completed her PhD at Queen's University. Her research interests include educational policy and leadership, international education, arts-based and Indigenous methodologies. Her K-12 teaching career spans 20 years and 5 countries. Her doctoral study took her to Southeast & East Asia to explore educator acculturation with 17 'sojourning' teachers and school leaders. Rebecca is a poet and thespian.

Work: When K-12 educators move overseas to work in international schools, they become sojourners, living between home and host cultures. This study explored factors that affected educator well-being in the context of acculturation. This narrative study followed seventeen teachers and educational leaders, working at international schools. Three-quarters of the participants identified as having Western heritages; one-quarter identified as having non-Western heritages. All seventeen received their teacher or leadership training from Anglo-Western universities. The seventeen educators were living and working in Macau, mainland China, Malaysia, Singapore, and Thailand. The study engaged field logs, interviews, reflex journals, photovoice, and memorybox. Findings included data about sojourning and one's personal identity; leadership/self-leadership strategies; onboarding/induction practices; acculturative stress, policyscapes, being a leader, the Covid-19 pandemic; and a comparative analysis of culture shock.

Active link to dissertation: <https://qspace.library.queensu.ca/handle/1974/29823>

Publication:

Stroud Stasel, R. (2021). Towards an acculturation framework for K-12 educators who live and work abroad: The role of teacher training institutions. *Journal of Higher Education Policy and Leadership Studies*, 2(4), 53-75. <https://dx.doi.org/10.52547/johepal.2.4.53>

ADVERTISEMENTS FOR FACULTY POSITIONS / ANNONCES DE POSTES DE PROFESSEURS

- Tenure track position in International Education Studies in the Wilfrid Laurier University Faculty of Education: <https://careers.wlu.ca/job/Waterloo-Tenure-Track-Assistant-Professor-Faculty-of-Education-ON/725236647/>
- Chair in Equity and Social Justice (Student Success and Wellness) and tenured faculty position at the rank of Associate or Full Professor at Queen's University: <https://educ.queensu.ca/tenure-track-positions>