Advocating for Change: Insights from Educational Research and Practice

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The transition towards post-pandemic times seems to have amplified uncertainties to an unprecedented extent. Amidst these uncertainties, some educational researchers and practitioners have embarked on a quest to navigate adversity and cultivate sustained growth; others have recognized the pressing need to address disparities and injustices related to education and advocate for those marginalized voices. As members of the Canadian Journal for New Scholars in Education (CJNSE) editorial team, we are privileged and honored to collaborate with authors who strive to achieve such transformation.

In this Spring Issue, CJNSE proudly presents a collection of articles that can stimulate intellectual discussions pertaining to the following thematic domains: (1) social emotional learning, growth mindset, and complexity thinking; (2) school leaders' responses to the techification of education and cyberbullying, along with language teachers' professional learning and their encounters with employment discrimination; (3) socio-culturally responsive pedagogy for children and refugee families; and (4) innovative approaches to developing teacher self-efficacy, fostering educational leadership, and collaboratively coding qualitative data.

In This Issue

This Spring 2023 issue includes 13 articles:

Janna Jobel and Rebecca J. Lloyd contributed a research article entitled *Engaging Students in Social Emotional Learning During the COVID-19 Pandemic: The Lived Experience of Three High School Teachers in the United States*. Within their research article, Jobel and Lloyd examine high school teachers' lived experiences of social emotional learning in the context of COVID-19 remote education. This study provides insights into how social emotional learning experiences unfold in online high school classrooms, illuminating affordances for integrating social emotional learning into curricula. How teachers adapted the pace of teaching and learning were at the core of experiences which cultivated social emotional learning.

Amina Yousaf contributed a research article entitled *Relationship Between Growth Mindset and Intelligence*. Within this research article, Yousaf aims to better understand the possible relationships between mindset and crystalized and fluid intelligence. The study finds no relationship between mindset and intelligence, and Yousaf explores the role and value of growth mindset in the classroom. Namely, growth mindset may support educational outcomes that are possibly more important, such as perseverance and motivation to learn.

Bruna Nogueira contributed a position paper entitled *The Emergence of Complexity Thinking and Its Influence on Educational Research*. This paper introduces the distinctions between complexity thinking and traditional educational perspectives, providing an in-depth understanding of the key elements of complexity thinking. The author emphasizes the significance of employing complexity thinking in novel ways to shape educational practices and inform research. By exploring the unique features of complexity thinking, educators and researchers can unlock new insights and approaches to address the complexities and challenges of the educational landscape.

Ruth Nielsen contributed a research article entitled *The Techification of Education in Ontario's Virtual Schools*. In this article, Ruth uses a critical theoretical lens to explore Ontario principals' leadership practices regarding the recent incorporation of Big Tech learning platforms in Ontario virtual schools. Main findings present how virtual schooling during the COVID-19 pandemic has influenced principals' and teachers' work

intensification, students' access to education, and learner engagement. Relevant risks and recommendations are also highlighted.

Antik K. Dey contributed a position paper entitled *Social Media, Not So Social: Exploring the Ethical and Administrative Implications of Cyberbullying Research as It Pertains to Its Detection, Measurement, and Implementation of Preventative Strategies in Schools*. Building upon existing literature, this paper explores effective strategies for school leaders to identify, measure, and address the issue of cyberbullying among adolescents. It emphasizes the importance of school leaders raising awareness about the ethical complexities involved in combating cyberbullying and navigating these challenges with a principled approach.

Cameron W. Smith and Amanda Battistuzzi contributed a literature review entitled *Examining CEFR-related Professional Learning Interventions for Language Teachers: A Qualitative Meta-Synthesis*. In their systematic review, Smith and Battistuzzi examine the outcomes of language teacher interventions that stem from the Common European Framework of Reference (CEFR). They find that these interventions tend to support teachers' understanding and positive perceptions of the CEFR. Interestingly, the authors highlight a potential division in the reviewed literature wherein studies focus on either pedagogical or linguistic competence of language teachers. The authors argue that studies are needed which examine these facets as interconnected.

Albert Maganaka contributed a literature review entitled *Native Speakerism and Employment Discrimination in English Language Teaching*. By employing critical race theory and conducting a thematic content analysis, this paper examines 14 published articles investigating hiring practices and employment discrimination within the field of English language teaching (ELT). The analysis reveals the persistent existence of employment discrimination against individuals who speak English as an additional language within the ELT profession.

Sasha Sukkhu contributed a literature review entitled *Examining an Institutionalized Sociocultural Model of Canadian Education*. Within this literature review, Sukkhu conceptualizes a tripartite model of education in Canada predicated on the theory of sociocultural models. The model articulates the foundational principles of education in Saskatchewan and how teachers' and students' goals, practices, and regulation stem from these principles. The proposed institutionalized model of sociocultural education stands to support acculturation of newcomers to education systems in Canada.

Chuan Liu contributed a literature review entitled *The Implementation of Translanguaging in Ontario Canada Early Childhood Education Curriculum*. This paper delves into the potential of translanguaging in Ontario early childhood education classrooms, drawing upon socio-constructive and critical theories. It examines how translanguaging can support the meaning-making process and transformative experiences of multilingual students. Additionally, the paper highlights the importance of integrating translanguaging into Ontario's educational policy, pedagogy, and research to create meaningful impacts for both teachers and students.

Simranjeet Kaur contributed a book review entitled *Book Review of Duran, C. S. (2017). Language and literacy in refugee families. Palgrave MacMillan*. Within this book review, Kaur summarizes the research findings and conclusions of Duran's ethnographic study of the Karenni refugee families' home literacy practices in Phoenix, Arizona. Key barriers to literacy education for newcomers to Canada are highlighted and the importance of translanguaging approaches is explored. Kaur proposes important questions for future study—centered on what these findings mean in classroom contexts—offering valuable directions for future research.

Juthathip Kruanopphakhun, Dotan Nitzberg, and Manami Hyoda contributed a research article entitled *A Nontraditional Instructional Model: Examining its Efficacy of Professional Development*. This study employs a quasi-experimental, convergent mixed-methods design to investigate the efficacy of a nontraditional instructional model in supporting educational professional development. The findings, based on the experiences of 12 educators who worked with students with exceptionalities, demonstrate that this model successfully enhanced their open-mindedness, reflexivity, and active engagement.

Aide Chen and Chenkai Chi contributed a book review entitled *Book Review of Brooks, J. S., & Normore, A. H. (2018). Leading against the grain: Lessons from creating just and equitable schools. Teachers College Press*. This review provides an overview of the chosen edited volume and critically examines its strengths and weaknesses. It also thematically (re)summarizes the five main implications for educational leadership discussed in the book.

Cody Alderson et al. contributed a research article entitled *What Meaning Can We Make Together? On Learning to Code Qualitative Research Data with Graduate Students in Education*. This article describes a collaborative inquiry in which educational graduate students and a professor came together to collectively code a set of qualitative data. Through this process, they gained a deeper understanding of their own coding practices, reflections, and experiences, as well as those of their peers. The authors highlight the pedagogical significance of explicitly discussing and sharing qualitative coding practices.

Acknowledgments

ABOUT THE AUTHORS

Aide Chen, BA, MPEd, MA: Aide Chen is a PhD candidate at the Faculty of Education, Western University. His main research interests include critical applied linguistics, TESOL, language teacher education, teacher emotions and identities, and critical, reflexive approaches to multilingual and multicultural education. His PhD research explores English as an Additional Language (EAL) teachers' early career anxieties and resilience in post-pandemic times.

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