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1. MESSAGE FROM THE ACTING DIRECTOR

Dear members of the CIDEc community,

Our Spring 2016 newsletter marks the conclusion of another exciting term for CIDEc and the CIDE program. We are a popular program, receiving over 400 applications and accepting 50 new students in the most recent admissions round. We look forward to welcoming our new students in the Fall and we want to also extend a warm welcome to those CIDE students who have recently transferred into the program.

We're pleased to offer you a number of news items and other interesting pieces in this newsletter. In this issue you will find an interview with CIDE affiliated faculty member, Dr. Jeff Bale, by CIDE student, Katarina Gram. Our faculty and students are the foundation of our program and I'm thrilled to congratulate Vandra Masemann, Ruth Hayhoe, Xiaoyong (Andy) Xia, Chizoba Imoka and Diane Barbaric on their prestigious awards, detailed more fully below. We are also pleased to highlight a number of new books and other publications by CIDE faculty and students.

In terms of research news, in March 2016 Professor Steve Anderson, Dr. Mary Drinkwater and myself completed the first phase of field research in Mombasa, Kenya for our Aga Khan Foundation, Canada and Global Affairs Canada-funded project, Professional Learning Networks in Action: Lessons from East Africa. Field visits will also be completed in July and September this year, with the project wrapping up in March 2017.

In 2015 the government of Chile announced a competition to establish two educational leadership centres (one for the Northern and one for the Southern half of the country) with both education leadership research and development mandates. Joe Flessa and Steve Anderson were invited to participate in a proposal led by the Pontificia Universidad Católica de Valparaíso (PUCV) in collaboration with Universidad de Chile, Universidad de
Concepción, and Fundación Chile y el Ontario Institute for Educational Studies. The proposal involved the official designation of OISE through CIDEC as the international partner in this Centro. We involved Carol Campbell and Santiago Rincón-Gallardo as members of the OISE team and are pleased to announce that the proposal was successful and steps were begun to operationalize the Centro in the final quarter of 2015.

And last, but certainly not least, I want to thank the CIDE SA for the key role they have played over the past year in terms of welcoming and mentoring new students, building our community, and organizing a range of valuable and fun social and scholarly events. A special thanks is also extended to our fabulous Administrator, Joanne Bacon, for her tireless support to CIDEC and the CIDE program.

Wishing you all an enjoyable summer.

Your Acting Director,
Carly Manion

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2. INTERVIEW WITH DR. JEFF BALE

By: Katarina Gram, MED Student, CSTD

Three things become clear when listening to Jeff Bale speak. First that Professor Bale is inherently courteous and kind in the way he approaches others. Second, that he views diversity in thought and approach as a strength, not a weakness. Third, that he is driven by a passion for equity and social justice in education, particularly in his chosen area of language learning, but really as a driving motivation throughout his work and the way he approaches learning, schooling and education.

Research Interests

Professor Bale’s research interests lie in the area of education language policy. One area of particular focus is bilingual education and language policy in the US. Traditionally formal policies tied to language learning in the United States have been tied to ideologies of national security, but Professor Bale is particularly interested in the anti-racism and civil rights issues that arise out of them. This focus on equity also appears in his work looking at gender and public policy in German language education, particularly tied to events in Hamburg in the last seven years. This stemmed from the opportunity to attend a conference on bilingual education in Germany, and has become a fruitful and on-going discussion.

Bale’s move to OISE has led to increased opportunities to pursue his passion for language policy. A large part of this is the environment of collaboration he has found in OISE’s LLE
(Language and Literacies Education) faculty, in the Curriculum, Teaching and Learning department. Bale also notes how Toronto, as a multilingual environment, is a rich and rewarding place to work in his field. Professor Bale is currently beginning to explore how pre-service teachers in Ontario learn when it comes to the specific topic of teaching English Language Learners.

Interest in Teacher Education

One thing that has become clear when talking to Dr. Bale is his passion for teacher education. It’s something that seems to have taken him by surprise. He admits that when he first went to Michigan State, where he was an assistant professor before coming to OISE, teacher education was not something he had much experience with. Nevertheless, Bale became heavily invested in the pre-service program for foreign language teachers at Michigan State and found his role in pre-service education transformative. Being involved in pre-service education changed the way Bale thinks about school and education. His desire to create high quality pre-service programs continues here in his work at OISE. He is currently, along with other members of the LLE faculty, developing a course all pre-service teachers will take as part of new ministry requirements for curricular and practicum experience working with English Language Learners in pre-service programs.

Passion for Policy

Dr. Bale’s passion for his field is driven by his experience working in bilingual education in the US and the way policy there was directly impacting his students, largely newcomer immigrants, for the worse. His years in the classroom both inform and motivate him. Professor Bale worked as a language teacher during a period where many, Bale included, felt language policies were being used as part of anti-immigrant initiatives to target Latinos and immigrants in general. While he was in the classroom, California voters approved an initiative targeting undocumented youth. This measure would have, in effect, required school personnel to report potentially undocumented students to immigration authorities. When these initiatives were overturned as unconstitutional, the same crowd targeted bilingual education, aiming to heavily restrict it. Bale describes working in Arizona during that time as living in a pressure cooker. He recounts how colleagues would criticize him for helping immigrant students integrate into school by speaking with them in Spanish, even telling him it was against the law to do so (a fallacy). Bale notes his interest in policy work is tied to this experience of “being expected, particularly as a white teacher, to lend my weight to this backlash against bilingual education” and how appalling and difficult he found this. Although he never had any intention of going into academic work, instead thinking he would become a policy analyst for one of the teacher unions, Bale found himself drawn to the field and going back to graduate work at Arizona State University, a path that ultimately led to where he is today. For Bale it’s particularly important that academic work is tied to actual social impact in the field; he believes work by theorists should not merely be an academic exercise, but about supporting people trying to make change on the ground.

Life Outside the Academy

Outside of OISE, Professor Bale is settling into his new home in Toronto (he only arrived about eighteen months ago), getting to know the city and its people. He’s committed to the Toronto Symphony Orchestra, attending regular performances, and is an avid swimmer, swimming three times a week with the Downtown Swim Club, Toronto’s LGBT masters
swim team. He’s always open to suggestions about new things to do and see in the city.

Some Thoughts for Students

It takes a few minutes of reflection for Bale to decide what advice he’d impart to students; it’s clear he’s hesitant about generalizing or being paternalistic. Reflecting on his life and work, Professor Bale notes the way his own path veered far off from where he originally planned to be. Bale admits he never planned to pursue graduate work or re-enter the Academy after becoming a classroom teacher. It was only a move to Arizona, motivated by family reasons that actually opened up the field of language policy to him. Because of the move Bale ended up in close proximity to some of the best scholars in the world on language policy, at Arizona State University, at a time when it was a hot topic for him as a classroom teacher.

Considering this Bale concludes that there are two things he would consider recommending to graduate students. The first is an encouragement to students to keep an open mind and a willingness to explore new possibilities that may arise. While Bale would argue that discipline and structure are absolute necessities for success in graduate work, he sometimes worries that graduate students can become too narrowly focussed or too fixated on a chosen path, limiting their abilities to see really exciting opportunities that arise: “If we are too narrowly focussed on what we’re interested in, what we want to do, our plan, we miss all the opportunities around us. So there’s a tension there, because you have to be organized and disciplined to take advantage of the opportunities when they present themselves, but if you’re too narrowly focussed then you’re not going to see them.”

Bale also cautions against allowing a divide to open between your academic work and practice in the field. He notes how it’s possible to become too narrow. This presents the possibility of a bifurcation between practitioners and scholars, with both sides at times having a chip on their shoulders about talking to each other. He encourages practitioners “to be open to what [they] can get from a scholarly perspective and for scholars [to be] open to what knowledge, what insights [they] can gain from a practitioner perspective.”

3. CIES 2016

Marking the Society’s 60th anniversary, CIES 2016 was held 6-10 March in beautiful Vancouver, Canada, at the Sheraton Wall Centre Hotel. Close to 2,700 people came together to reflect and discuss, in various ways and across different topical and geographic areas, the conference theme, *Six decades of comparative and international education: Taking stock and looking forward.* The conference theme encouraged people to reflect and question how the field of CIE has evolved over the decades and to consider future paths. Critical and lively dialogues could be seen and heard in formal and informal spaces around the venue. Approximately 100 CIDE faculty and students presented papers or otherwise attended CIES 2016. Carly Manion and Leigh-Anne-Ingram (graduates of CIDE) co-facilitated a pre-conference workshop on gender responsiveness pedagogy and schooling.
We’re pleased to announce that for the first time in our history, CIDEC was a member of the Communications Advisory Group for the CIES 2016 live coverage platform, managed by FHI360 (US-based non-governmental organization). Not only did this work allow us the chance to partner with high-level organizations, including UNESCO, we also had an opportunity to raise CIDEC’s profile amongst a diverse and global group of academics, practitioners and policy makers.

Additionally, CIDEC was an official exhibitor at CIES 2016, with a team of 6 hardworking CIDE students managing the table throughout the four days of the conference. Items the CIDEC exhibit table featured included, sample publications (e.g., Comparative and International Education: Issues for Teachers), annual reports, newsletters, and specific CIDE program information in brochure format.

4. NEW BOOKS BY CIDE FACULTY & STUDENTS

i) Negotiating Identities: Anglophones Teaching and Living in Quebec

Diane Gérin-Lajoie

University of Toronto Press 2016
Diane Gérin-Lajoie has a new book with the University of Toronto Press based on three year investigation of teachers in Quebec’s English language school system. As members of an official linguistic minority in Canada, Anglophone teachers living and working in Quebec have a distinct experience of the relationship between language and identity. In *Negotiating Identities*, professor Gérin-Lajoie uses a critical sociological framework to explore the life stories of Quebec’s Anglophone teachers, providing a unique account of how they make sense of their lives as residents and teachers in Quebec.

ii) Canadian Universities in China’s Transformation: An Untold Story

Edited by Ruth Hayhoe, Julia Pan, and Qiang Zha
McGill Queen’s University Press 2016

In *Canadian Universities in China’s Transformation*, leading scholars from Canadian and Chinese universities elaborate on the historical experience of collaboration in areas as different as environmental sciences, marine science, engineering, management, law, agriculture, medicine, education, minority cultures, and women’s studies. Contributors use theoretical frames such as dependency theory, human capital, the knowledge economy, and Habermas’s theory of communicative action, to facilitate a striking dialogue between Canadian and Chinese perspectives as common questions are addressed. They provide key insights into factors that ensured the long-term success of some partnerships, as well as barriers that hindered others, and vivid lessons for current collaboration. Case studies include a project that began with the training of Chinese judges developing into reciprocal programs in legal education in China, Canada, and Latin America, and an examination of how joint environmental research has had policy impacts at national and international levels.

Presenting the story of universities working together shortly after the devastating Cultural Revolution, *Canadian Universities in China’s Transformation* is a unique account of partnerships in knowledge production and application and their resulting impacts.

iii) The Handbook of Global Education Policy

Edited by: Karen Mundy, Andy Green, Bob Lingard and Antoni Verger
Wiley-Blackwell 2016

This handbook surveys current debates about the role of education in a global polity, highlights key transnational policy actors, accessibly introduces research methodologies, and outlines global agendas for education reform. With contributions from an international cast of scholars, it is written in an accessible and engaging style that appeals to policy practitioners, social scientists, and education scholars alike.
Our annual student research symposium was again a resounding success this year. Please find details below concerning the presentations, authors and chairs. If you're a CIDE student nearing completion of your MA, PhD or EdD, please consider submitting a proposal to present your work at next year's symposium (held the third Friday of each February). We'll be circulating a call for proposals in the Fall.

Session 1: Education Quality and Teacher Education [Chair: Mary Drinkwater]

*The Impacts of External Quality Assurance Mechanisms on Curriculum Development for Ontario Postsecondary Education: The Connectivity between the Local and the Global* [Qin Liu, PhD Candidate, LHAE]

*In Search of Quality: Evaluating the Impact of Learning Outcomes Policies in Higher Education Regulation* [Mary Catharine Lennon, PhD Candidate, LHAE]

*Mentor Preparation in Israel: How Experienced Teachers Are Prepared to Mentor New Teachers* [Annette Ford, PhD Candidate in Curriculum, Teaching, and Learning]

*Teachers’ Perspectives and Practices of Teaching Reading in Content-Areas in Upper Elementary Classes in Suburban Public Schools in Cambodia* [Bopha Ong, PhD Candidate, CTL/CSTD]

Session 2: Immigrants’ Experience in Education, and Democratic Education [Chair: Ramesh Pokharel]

*Maximizing Feedback for English Language Learning Among Adult Canadian Immigrants: Investigating Language Learners’ Cognitive Processing When Receiving Computer-Based Feedback* [Maggie Dunlop, PhD Candidate, LLE]

*Highly Skilled Muslim Immigrants and Their Socio-Economic Integration in Canada A Bridge to Where? An Analysis of the Effectiveness of the Bridging Programs for Internationally Trained Professionals in Toronto* [Abduhamid Hathiyani, PhD Candidate, AECD]

*Building Democratic Convivencia (peaceful coexistence) in Classrooms: Case Studies of Teaching in Mexican Public Schools Surrounded by Violence* [Maria Patricia Carbajal, Ph. D. student, CTL]

Session 3: Identity and Global Experience in Education [Chair: Carly Manion]

*Counter-Cartographies of Palestinian Cultural Resistance* [Chandni Desai, PhD Candidate, CTL]
6. KEYNOTE AND OTHER INVITED LECTURES

i) Keynote by Professor Steve Anderson

CIDEC Director Steve Anderson was recently a keynote speaker at the II Regional Conference of the ILAIPP Innovacion y Calidad en Educacion in Lima, Peru (April 5-6). He presented on the topic Llevando innovaciones educativas a gran escala: Perspectivas, estrategias y desafios (Taking educational innovations to scale: Perspectives, strategies and challenges). The ILAIPP (Iniciativa Latinoamericana de Investigaciones para Las Políticas P catcherías) is an inter-American consortium of public policy oriented research centers from low income Latinamerican countries (e.g., Peru, Paraguay, Honduras, El Salvador) whose joint activities such as this conference are supported in part by the Canadian government through IDRC.

7. CIDE SEMINAR HIGHLIGHTS

Long a vibrant part of the CIDE program and community, we continued the tradition this past term with a number of interesting and inspiring talks by students and leading scholars and practitioners from around the globe. Information concerning past and upcoming CIDE seminars can be found on the CIDEC website.

As an example of our CIDE seminars, on Thursday November 12, 2015 Dong Yongden Gyatso, Tibetan Scholar and VP of Jigme Gyaltsen Nationalities Vocational School gave the talk, Empowering Tibetan Students and Communities with Culturally Relevant Pedagogy to a full house of over 45 people!
The talk focussed on how incorporating traditional cultural knowledge and pedagogies such as the traditional oral debates into the curriculum in this rural vocational school can increase student engagement and learning, and reducing the high dropout typical of rural schools in minority areas of west China. This school's approach is based on implementation of the national policy on Quality Education for All Round Development and School-based Curriculum Development as means of responding to the limitations of centralized curriculum in rural and minority areas.

Dr. Jia Luo, recent graduate of Social Justice Education; OISE/UT; Prof. Stephen Anderson, Leadership, Higher and Adult Education, CIDEC Director, OISE/UT; Prof. Jack Miller, Curriculum Studies and Teacher Development, CTL, OISE/UT; Dong Yongden Gyatso, Tibetan Scholar & Vice Principal, Jigme Gyaltsen Nationalities Vocational School, Qinghai, China; Prof. Jim Cummins (Emeritus), Languages & Literacy Education, CTL; CIDEC, OISE/UT; Dr. Stephen Bahry, Visiting Scholar CIDEC, OISE/UT.

8. AWARDS & PUBLICATIONS

Awards

i) Ruth Hayhoe, was awarded an Honorary Doctorate by the Open University of Hong Kong (OUHK). The citation was read by Prof. Lee Wing-On, who was CERC’s first Director and is now Vice President of the OUHK.

Prof. Lee noted that Ruth Hayhoe is conversant with five languages, including Mandarin and Cantonese, and has devoted a lifetime to intercultural dialogue. Her autobiography published by CERC is entitled *Full Circle: A Life with Hong Kong and China*. It recounts how Ruth moved to Hong Kong from Canada in 1967 as a 21-year-old, working as a teacher in a local secondary school and undertaking much community work. She spent 11 years in Hong Kong during that period, “falling in love with Chinese people and Chinese culture”.

The next few years took Ruth Hayhoe to Shanghai, London, Toronto, Beijing and again Toronto, but in 1997 – the year that Hong Kong was reunited with China – she was appointed Director of the Hong Kong Institute of Education. This return to Hong Kong explains the title *Full Circle*. In 2002 she moved back to Canada – perhaps making a figure of eight – but she retains close contact with both Hong Kong and Mainland China.

CERC has published four other books written or edited by Ruth Hayhoe. They include *Portraits of Influential Chinese Educators* and *Portraits of 21st Century Chinese Universities*. As noted by Lee Wing-On, “one striking feature of Professor Hayhoe’s academic writing approach is story-telling”. For this pair of books she focused in individuals
and institutions, while *Full Circle* is a deep and meaningful self-portrait. In the picture above, Ruth Hayhoe is accompanied (left) by her husband, Walter Linde. Lee Wing On is on the far right, and between him and Professor Hayhoe is Mark Bray (HKU).

[Source: http://cerc.edu.hku.hk/announcement/honorary-doctorate-for-ruth-hayhoe/]

ii) Vandra Masemann was awarded the Lifetime Contribution Award - for a lifetime of profound contribution, leadership, and research to comparative, international and development education. By the University of Pittsburgh, School of Education, Institute of International Studies in Education, December 2015.

iii) Xiaoyong (Andy) Xia was awarded the Gordon Cressy Student Leadership Award. This award was established in 1994 by the University of Toronto Alumni Association (UTAA) and the Division of University Advancement in order to recognize students who have made outstanding extra-curricular contributions to their college, faculty or school, or to the university as a whole.

iv) Diane Barbaric received Joseph-Armand Bombardier Canada Graduate Scholarship (CGS) - Doctoral Scholarship from the Social Sciences and Humanities Research Council of Canada (SSHRC), as well as the Canada Graduate Scholarship — Michael Smith Foreign Study Supplement (MSFSS) from the Social Sciences and Humanities Research Council of Canada (SSHRC).

v) Chizoba Imoka was awarded the University of Toronto's Adel S. Sedra Distinguished Graduate Award. For further details, please click [here](#)
9. Publications


10. CONGRATULATIONS TO CIDE GRADUATES, SPRING 2015

Alaa Aldossari  Mira Gambhir
Emily Dunlop    Phirom Leng
Emily Quinan    Sinan Yao
Hoda Mohammad   Vanessa Mardones
Kimberley Gringhuis    Xin Wen
Marysia Parry     Yoon Sun Moon
Meaghan Smith

11. CIDE SA NEWS

CIDESA MEMBERS:  Teodora Gligorova, Yecid Paez, Katarina Gram and Nectaria Tsigenopoulos, Norin Taj, Miranda Bai, Shahrman Khattak (member-at-large)

This year CIDE Student Association continued to provide opportunities for community building and connecting the like-minded students of diverse backgrounds in a fun and engaging way to become an active member of OISE. The year began with a Meet and Greet event to welcome new students in CIDEC.

In our pizza and documentary nights, we watched three-episodes of a BBC documentary “Are Our Kids Tough Enough?” which records the experiment of inviting Chinese teachers to come to the UK and teach British Grade 9 students for 4 weeks. In this unique experiment, five teachers from China take over the education of fifty teenagers in a Hampshire school to see whether the high-ranking Chinese education system can teach us a lesson. The session was followed by a rich discussion in which the international students shared their experiences of attending schools with uniforms and strict rules.

The second pizza and documentary night "Teachers: A day in a life" captured a typical day in the life of several different teachers around the world, showcasing the similarities and differences between the contexts and conditions in which both teaching and learning take place in their countries - Argentina, Belgium, Canada, India and Togo, respectively. This documentary gave a face to those teachers that are otherwise underrepresented within their professions; it showed the passion, dedication and commitment to their work, despite the challenges they see and experience within the limits of their education systems today.

This year also we supported social activities and arranged “Managing that Stress with Coffee, Cookies and Origami” to support students through end of semester stress & share good study tips to finish off the semester. We have also planned an educational visit to Aga Khan Museum for OISE students, tentative date is in last week of April.

Following on the success of last year’s CIDE’s Got Talent, we finished the year with a great “Open Mic Night” featuring our collective talents including music, stories, experiences, challenges and thank-yous. Students shared their wonderful poetry in English and Persian.
and one of the students shared her travel photo-poetry about Istanbul.

Many of us shared their research papers and also represented CIDE at the Comparative, International Education Society’s conference in Vancouver, Canada. Our former CIDE SA students contributed to the Joseph P. Farrell Student Research Symposium at OISE.

The CIDE SA committee started working with Norin Taj and Miranda Bai and as the year progressed new members Katarina Gram, Nectaria Tsigenopoulos, Teodora Gligorova and Yecid Ortega joined in. The committee will welcome new members for the new academic year in September 2016.

Have we missed something?

Please contact Carly Manion: carly.manion@utoronto.ca