

Editorial Introduction

Michelle Stack, University of British Columbia

Lynette Shultz, University of Alberta

The JCIE was in transition over the last year. Ali Abdi founded this journal but with the heavy work of being a department head to the Department of Educational Studies, UBC, he has passed the editorial torch to us. I apologize for the delay in getting these important contributions out to the world. We (the new editorial team) needed some time to sort out the platform, catch up on reviews, send other articles out for review and to figure out where we want to go next with the journal.

So where do we want to go next? Lynette Shultz will be taking over as interim editor of the journal. For now the plan is to keep to two issues a year. One issue a year will be a special issue and the other will be articles submitted on a variety of topics that have been recommended for publication by our dedicated peer reviewers. We are committed to getting back to authors with a decision within 6 weeks of submission to JCIE.

We welcome articles that challenge readers to think and rethink critical issues in education particularly issues of social and cognitive injustice and other forms of inequity. We attempt to be a decolonizing journal and to this end welcome submissions from a range of topics in the field of education that create room for diverse ways of knowing and sharing knowledge.

The special issues will spark debate and provide diverse and at times controversial approaches to educational issues. Our first special issue will be guest edited by Ayaz Naseem, Cheryl Duckworth and Adeela Arshad-Ayaz. It will focus on Teaching about Extremism, Terror and Trauma.

The current issue includes three articles and a book review. Karen Fung and Man-Wai Chu argue that to be fair to students, Canada should have a high stakes uniform exit or entrance test. Ishmael Munene and Sara Ruto's article contributes to the discussions on student achievement in the context of Education for All (EFA) in developing countries. Drawing on student achievement data from three East African countries, the authors point to a significant correlation between the experience of head teachers and student achievement. Dimitris Kiritsis' article analyzes data from a study with secondary school students in Greece in relation to the self-concept of the adolescents and the role of the family in developing it. The authors present diverse epistemological assumptions but all share an interest in issues of educational equity and social justice.