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From the Editor

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From the Editor

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Welcome to the Spring issue of the 2021 ICCTE Journal. As this issue heads to the press, the world remains entrenched in the Covid pandemic.

While there are signs of hope, this is still a time of uncertainty, frustration, grief, and loss.

These unprecedented times have had a significant impact on students, teachers, and education at all levels. Most schools have spent at least part of the academic year in fully remote learning, with students joining classmates online in synchronous or asynchronous settings. In many situations, students have been forced to shift back and forth between the classroom-at-school and the school-at-home. Some schools have moved completely online.

Educating during a pandemic has been a significant challenge for students, teachers, parents, and educational leaders. The impact on academic achievement, student engagement and participation, teacher-student relationships, assessment and evaluation, student mental health and wellbeing, student-student relationships, and student perceptions of school has been significant, with still-to-be-determined short-term and long-term consequences. As many teachers have noted, the value and impact of relationships and student engagement have risen to the fore.

In their essay, Ken Badley and Sunshine Sullivan observe that this global pandemic is a liminal time. We are in a time of transition, moving from one reality to another. Liminal times can provoke a sense of displacement and disquiet. We don't know where we are headed next. But the authors

also remind us that this is a unique opportunity for reflective learning, as we leave the old behind and head into the new unknown. Our experience forces us to examine our perceptions and behaviors.

In her essay, Michelle Hughes provides a pivotal orientation, reminding us of the importance of hope. Despite the very real challenges we have faced and will continue to face, "the circumstances created by the pandemic have also provided a unique opportunity for renewed perspective, professional challenge, and growth" (p. 2).

We are simultaneously emerging from and entering uncharted waters in education. Our vocation will need courageous, creative, and visionary teachers and educational leaders, and *reflective practice, teacher identity, and collaborative learning communities* will play an important role in the future of schooling.

This makes our work as Christian teacher educators particularly significant. It will be intriguing to see what kind of empirical and theoretical research and scholarship emerge as a result, and our journal is poised to play a role in the unfolding dialogue. We look forward to hearing from you.

Sean Schat

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ICCTE-J Reviewer Review

Our current editorial team has now published two issues of the ICCTE Journal. We are grateful for the support of the ICCTE extended community, readers and authors alike. We are particularly thankful for those of you who have agreed to serve as reviewers for submitted manuscripts. We could not do our work without your time and effort. Reviewers play a central role in academic scholarship, and in the mission and vision of the journal.

Over the next couple of months, we will be reviewing our reviewer pool. We will be reaching out to the people on our list of reviewers to confirm their interest in serving the organization in this capacity. We also want to find out more about each reviewer's areas of interest and expertise (e.g., fields, topics, methodologies), which will help us to better match reviewers and manuscripts.

We are also looking for new reviewers. If you know of someone who has the unique expertise and gifts to contribute to the ICCTE Journal in this capacity, please email the editor (sschat@redeemer.ca).