

CELIA REDDICK

Curriculum Vitae

October 2024

College of Education, Health & Human Sciences
Florida State University
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Tallahassee, FL 32306

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EDUCATION

- Ph.D. **Harvard University**, May 2022
Department: Education
Concentration: Cultures, Institutions, and Society
Dissertation: “Language for an Unknowable Future: How language ideologies and pedagogies shape the lives of refugee children”
Committee: Sarah Dryden-Peterson (Chair), Lesley Bartlett, Sara Lawrence-Lightfoot, Paola Uccelli
- Ed.M. **Harvard Graduate School of Education (HGSE)**, May 2015
Concentration: International Education Policy
- M.Sc. **Lehman College/NYC Teaching Fellows Program**, Bronx, NY, June 2008
Education
Concentration: TESOL
- B.A. **Wesleyan University**, May 2006
College of Letters & German Studies

PROFESSIONAL APPOINTMENTS

- 2024- Assistant Professor, Education and International Development
Department of Education Leadership and Policy Studies & Learning Systems Institute,
Florida State University
- 2023-2024 Visiting Assistant Professor, Lynch School of Education and Human Development, Boston
College

Adjunct Lecturer, Harvard Graduate School of Education
- 2022-2023 Lecturer on Education, Harvard Graduate School of Education
Faculty Lead, Chen Yidan Visiting Global Fellows Program, Harvard Graduate School of
Education
Fellow, Refugee REACH, Harvard Graduate School of Education
- 2019-2022 Instructor in Education, Harvard Graduate School of Education

ACADEMIC PUBLICATIONS

Peer-Reviewed Publications

- 2024 **Reddick, C.** Concerted community engagement: Refugee education and parents' daily acts of resistance. *Social Sciences*, 13, 440. <https://doi.org/10.3390/socsci13090440>
- 2024 **Reddick, C.** How educators navigate language ideology and pedagogy in refugee education. *International Journal of Bilingual Education and Bilingualism*. <https://doi.org/10.1080/13670050.2024.2318443>
- 2023 **Reddick, C.** Who can participate, where, and how?: Implications of language-in-education policies and practices for refugee inclusion. *Journal of Refugee Studies*. fead009, <https://doi.org/10.1093/jrs/fead009>
- 2021 **Reddick, C., & Chopra, V.** Language considerations in refugee education: Languages for opportunity, connection, and roots. *Language and Education*, 1–18. <https://doi.org/10.1080/09500782.2021.1983588>
- 2020 Piper, B., Dryden-Peterson, S., Chopra, V. & **Reddick, C.,** Oyanga, A. Are Refugee Children Learning? Early Grade Literacy in a Refugee Camp in Kenya. *Journal on Education in Emergencies*. 5,(2), 70-107.
- 2019 Dryden-Peterson, S. & **Reddick, C.** “What I Believe Can Rescue That Nation”: Diaspora Working to Transform Education in Fragility and Conflict. *Comparative Education Review*, 63(2), 213-235.
- 2017 Dryden-Peterson, S. & **Reddick, C.** “When I am a President of Guinea”: Resettled Refugees Traversing Education in Search of a Future. *European Education*. 49(4), 253-275. DOI: 10.1080/10564934.2017.1344865

Manuscripts in Preparation

- 2024 **Reddick, C.** “When I go to meet my parents, which language am I going to speak with them?”: Language ideologies, mobile speech, and refugee children’s future-building in exile.
- 2024 **Reddick, C.** How decisions are made: Refugee education, isomorphism, and a funnelling toward English
- 2024 **Reddick, C.,** Shepherd, D., Salem, H. & Jonathan, O. Power, Positionality, and Reciprocity in Comparative and International Education Research: Puzzles for emerging scholars
- 2024 Dryden-Peterson, S., Piper, B., **Reddick, C.,** Chopra, V., & Oyanga, A. Navigating the Present and the Future: Language Choice in Refugee Education.

Book Chapters

- Forthcoming **Reddick, C.** Language learning opportunities and challenges for refugee children and families. *Handbook of Refugee Education: Comparative Perspectives, Innovations, and New Directions*.
- 2021 **Reddick, C. & Dryden-Peterson, S.** Refugee Education and Medium of Instruction: Tensions in Theory, Policy and Practice. In C. Benson & K. Kosonen (Eds.), *Language Issues in Comparative Education: Policy and practice in multilingual education based on non-dominant languages*. Boston: Brill Sense. <https://doi.org/10.1163/9789004449671>

Book Reviews

- 2019 **Reddick, C.** “The Newcomers: Finding Refuge, Friendship, and Hope in an American Classroom.” *Harvard Educational Review*, 88(4), 602-605.
- 2018 **Reddick, C.** “Learning as Development: Rethinking International Education in a Changing World.” *Harvard Educational Review*, 88, (2), 250-254.

2017 **Reddick, C.** “Liberating Minds: The Case for College in Prison [Book Review].” *Harvard Educational Review*, 87, (2), 297-300.

Other Publications

- 2023 **Reddick, C.** Teachers of Refugees: Toward an inclusive approach. *NORRAG Policy Insights Publication on Refugee Teachers*. <https://www.norrag.org/policy-insights-launch-refugee-teachers-the-heart-of-the-global-refugee-response/>
- 2023 **Reddick, C.** “Ms. Isabel, Kampala, Uganda.” In *Pedagogies of Belonging: Educators Building Welcoming Communities in Settings of Conflict and Migration*. S. Dryden-Peterson and H. Mariën. (Eds). Refugee REACH, Harvard Graduate School of Education: Cambridge, www.reach.gse.harvard.edu.
- 2022 **Reddick, C.** Navigating Ethical Dilemmas in Education in Emergencies (EiE): A Compendium of Vignettes for Research and Practice. In Mendenhall, M., Chopra, V., and Bazlen, R. (Eds). Teachers College, Columbia University.
- 2018 Dryden-Peterson, Sarah, Elizabeth Adelman, Sagra Alvarado, Katelin Anderson, Michelle J. Bellino, Ranya Brooks, Sayeda Unsa Shah Bukhari, Elizabeth Cao, Vidur Chopra, Zuhra Faizi, Ben Gulla, Dahlia Maarouf, **Celia Reddick**, Ben Scherrer, Elizabeth Smoake, and Elli Suzuki. “Inclusion of Refugees in National Education Systems. Background paper prepared for the Global Education Monitoring Report 2019: Migration, Education, and Displacement.” Paris: UNESCO Global Education Monitoring Report.
- 2017 Fried, S., Goldstine-Cole, K., **Reddick, C.**, & Yoshizawa, L. “At the Nexus of Education and Incarceration: Four Voices from the Field.” *Harvard Educational Review*, 87(2), 260-277.

AWARDS, HONORS & FELLOWSHIPS

- 2023 Bridging the Gap Policy Outreach Award, American University
- 2023 Outstanding Dissertation Award, Language Issues SIG, Comparative and International Education Society
- 2023 Honorable Mention, Gail P. Kelly Dissertation Award, Comparative and International Education Society
- 2022 Travel Award, Council on Anthropology and Education/Studies in Educational Ethnography
- 2021 Dissertation Fellowship Award, National Academy of Education/Spencer Foundation
- 2021 Doctoral Professional Development Grant, Harvard Graduate School of Education
- 2020 Doctoral Dissertation Grant, The International Research Foundation (TIRF) for English Language Education
- 2020 Merit Travel Grant, Comparative and International Education Society (CIES)
- 2019 Honorable Mention, George Bereday Paper Award, Comparative and International Education Society (CIES)
- 2020 Graduate Student Affiliate, Weatherhead Center for International Affairs, Harvard University
- 2020 Dissertation Research and Writing Grant, Weatherhead Center for International Affairs, Harvard University
- 2020 Mid-Dissertation Grant, Weatherhead Center for International Affairs, Harvard University
- 2020 Merit Research Fellowship, Harvard Graduate School of Arts and Sciences
- 2019, 2020 Professional Development Fund, Harvard University
- 2019 Course Enhancement Grant, African Studies Center, Boston University
- 2018 Sheldon Traveling Fellowship, Harvard University

- 2018 Doctoral Travel Grant, Harvard Graduate School of Education
 2018 Graduate Student Council Conference Grant, Harvard University
 2006 Heideman Award for Contribution to the Student Body, Wesleyan University
 2005, 2006 Blankanegal Prize for Excellence in German, Wesleyan University

INVITED TALKS & WORKSHOPS

- 2024 **Reddick, C.** Language, Education, and Forced Migration. Stanford Literacy Collective.
 2023 **Reddick, C.** How Decisions are Made: Toward an inclusive approach to refugee education. George Washington University.
 2023 **Reddick, C.** “Language, Justice, and Refugee Education.” Learning and Educating Across Refugee/(Im)migrant Networks, Arizona State University.
 2023 **Reddick, C.** “Language for an unknowable future: Multilingualism, education, and forced migration.” Brown University.
 2021 Dryden-Peterson, S. & **Reddick, C.** “Speaking Sense: The Importance of Language Learning in Ensuring Meaningful Access to Quality Education by Forcibly Displaced Learners.” UNHCR & Geneva Global Hub for Education in Emergencies.
 2021 Dryden-Peterson, S. & **Reddick, C.** “Refugee Education and Medium Instruction.” UNHCR Global Education Teams.
 2021 **Reddick, C.** “‘The language is a part of them’: How teachers navigate the educational inclusion of refugee students.” Brown University.
 2011 **Reddick, C.** “Health and Education in Rural Communities.” Uganda Intercession, Johns Hopkins University.
 2011 **Reddick, C.** “The Heart of the Matter.” Tackling Non-Communicable Diseases of the Bottom Billion Conference, Harvard Medical School.

SELECTED CONFERENCE PRESENTATIONS

Panels Organized

- 2023 Power, Positionality, and Reciprocity in Comparative and International Education Research: Puzzles for emerging scholars and graduate programs.
 2021 Language and learning in multilingual classrooms: Exploring learning outcomes, classroom pedagogy, and language policies in linguistically diverse communities around the world, Comparative and International Education Society Conference, Virtual.
 2020 Language within and across borders: language and education for Sudanese and South Sudanese learners at home and in exile, African Studies Association (canceled due to COVID-19).

Papers Presented

- 2024 Refugee education and parents’ daily acts of protest. Comparative and International Education Society, Miama, Florida.
 2023 “Instruction is in English and they’re not understanding anything”: Programmatic aspirations and a funnelling toward English. UKFIET Conference, Virtual.
 2022 “When I go to meet my parents, which language am I going to speak with them?”: Language ideologies, mobile speech, and refugee children’s future-building in exile, American Anthropological Association, Seattle, WA.

- 2022 Work within the system, bend the system, remake the system: How educators navigate educational inclusion in multilingual schools serving refugee and national students, Comparative and International Education Society, Virtual.
- 2022 Language for an unknowable future: How language ideologies and pedagogies shape the lives of refugee children, American Education Research Association, NAEd/Spencer Dissertation Fellows invited poster session. [Declined due to pandemic]
- 2022 Centering the aspirations of refugees in language-in-education policies and practices, American Association for Applied Linguistics, Pittsburg, Pennsylvania. [Declined due to pandemic]
- 2021 ‘After reading the question, take it back home’: Opportunities for education policy reform in multilingual urban schools serving refugee and national students, American Political Science Association, Virtual.
- 2021 Language for an Unknowable Future: Language of instruction and refugee children’s experiences of exile, Language and Migration: Experience and Memory, Princeton University, Virtual.
- 2021 Examining issues of language and displacement through the comparative case study analysis, Comparative and International Education Society Conference, Virtual.
- 2021 ‘After reading the question, take it back home’: Teachers’ pedagogical strategies with refugee and national students in linguistically diverse classrooms, Comparative and International Education Society Conference, Virtual.
- 2020 Language for an Unknowable Future: Language of instruction and refugee children’s experiences of exile, Refugee Education: Building Durable Futures? (REBuild) Academic Workshop, Peace Research Institute Oslo (PRIO), Virtual.
- 2019 ‘Without the language you cannot be identified’: Refugee children’s sense of belonging in exile, American Anthropological Association Annual Meeting, Vancouver.
- 2017 Language of instruction and implications for inequality: Examining Reform Efforts in Tanzania and Rwanda, Comparative and International Education Society Conference, Mexico City.

Discussant

- 2022 Illuminating language-in-education policy change in Senegal, Comparative and International Education Society, Virtual.

CAMPUS TALKS

- 2022 Right Where We Belong, Gutman Library Book Talk, Harvard Graduate School of Education.
- 2022 Language for an unknowable future: How language ideologies and pedagogies shapes the lives of refugee students. Research Doctoral Colloquium, Harvard Graduate School of Education.
- 2021 How, why, for whom? Reconsidering our approaches to education research. Project Zero, Harvard Graduate School of Education.

TEACHING & ADVISING EXPERIENCE

Lynch School of Education and Human Development
Visiting Assistant Professor

Boston, MA

Teaching Bilingual Students
(Fall 2023)

Harvard Graduate School of Education
Lecturer on Education

Cambridge, MA

Bilingual Learners: Literacy Development and Instruction
(Spring 2023)

Language and History at School: Colonialism and Neocolonialism in Education Development in Africa
(Fall 2022)

Equity & Opportunity: Citizenship & Nationality in Context
(Summer 2022)

Advisor to Ed.M. students studying Education Policy Analysis & Human Development and Education
(2022-2023)

Instructor in Education

Language and History at School: Colonialism and Neocolonialism in Education Development in Africa
(January Term 2021; Fall 2019)

Intensive Preparation for the Study of International Education (IPSIE) (Summer 2018, 2019)

Teaching Fellowships

Interviewing in Qualitative Research with Sarah Dryden-Peterson (Spring 2020)

Proseminar in Education with Meira Levinson (Fall 2017)

Education in Armed Conflict with Sarah Dryden-Peterson (Fall 2015, 2016, 2017)

Harvard College

Cambridge, MA

Faculty Senior Thesis Advisor (2019-2020). 'Between myth and memory: History education and the making of post-genocide Rwanda.' *Advisee awarded Philippe Wamba Prize for Best Thesis in African Studies.*

FURTHER TEACHING & CURRICULUM DESIGN EXPERIENCE

2023- **Lynch School of Education and Human Development, Boston College**
Course Designer, Online TESOL Certificate Program

2010-2014 **Partners In Health, Rwanda**
Curriculum and Training Specialist

2009-2010 **NYC Teaching Fellows**
2006-2008 9-11th grade TESOL teacher
Teacher Mentor & Department Head
Internationals Network for Public Schools

2008-2009 **Voluntary Services Overseas, Uganda**
Teacher Trainer

RESEARCH EXPERIENCE

- 2020-2021 **LEGO Foundation**, Billund, Denmark
Playful Learning in Conflict Settings
Research Consultant
- 2019 **World Education**, Cambridge, MA, USA
Education for displacement youth in Ethiopia
Research Consultant
- 2018 **RTI International**, Nairobi, Kenya
Evaluation of Tusome Early Grade Reading in Kakuma Refugee Camp, Kenya
Research Consultant
- 2017-2018 **United Nations High Commissioner for Refugees (UNHCR)**, Geneva, Switzerland
Global mapping of language issues for refugees
Research Consultant
- 2017 **World Education**, Cambridge, MA, USA
Refugee education concept note development
Research Consultant
- 2014-2018 **Harvard Graduate School of Education**, Cambridge, MA, USA
Diaspora Involvement in Educational Development in Conflict-Affected Settings
Research Assistant to Sarah Dryden-Peterson
- 2015-2017 **Harvard University**, Cambridge, MA, USA
Philips Brooks House Association
Research Assistant
- 2015-2016 **Save the Children-University Partnership (SUPER)**, Kigali, Rwanda
Assessment of local literacy practices in Rwanda
Research Fellow

SERVICE

Service to Profession

- 2023- Program Co-Chair, Language Issues SIG, Comparative and International Education Society
Member, Education, Conflict, and Emergencies SIG, Comparative and International Education Society
- 2022- Reviewer for AERA International Studies SIG & Division G (Social Contexts in Education)
- 2020-2022 Affiliate, REACH (Research, Education, and Action for Refugees)
- 2018- Reviewer for *Journal of Education in Emergencies*, *Race and Social Problems*, *Language and Education*, *Comparative Education Review*, *Education and Conflict Review*, *Teachers*

and Teaching: Theory and Practice; Refuge: Canada's Journal on Refugees; Anthropology and Education Quarterly

- 2019-2021 Awards Coordinator, Education, Conflict, and Emergencies SIG, Comparative and International Education Society
2018 Senior Editor, Harvard Educational Review
2016-2018 Co-Chair, Harvard Educational Review
2016-2017 Editor, Harvard Educational Review

University Service

- 2023- Organizer, Panel on the Academic Job Market for Doctoral Students, Boston College
2022- Member, Equity and Opportunity Faculty, Harvard Graduate School of Education
2022-2023 Academic Advisor to Graduate Students, Education Policy Analysis & Human Development and Learning Departments, Harvard Graduate School of Education
2019-2020 Faculty Advisor, Senior Thesis in Social Studies, Harvard College
2016-2020 Member, Research Doctorate Advisory Committee, Harvard Graduate School of Education
2017 PhD representative to the Visiting Committee for Accreditation, Harvard Graduate School of Education

Community Outreach

- 2023- Board Member, MoveUp Global, Rwanda
2011- Founder & Director, Nkondo Enrichment Program, Rwanda

MEDIA COVERAGE

Reddick, C. & Dryden-Peterson, S. (2021). [Refugee Education and Language of Instruction](#). *FreshEd with Will Brehm*.

LANGUAGES

English (Fluent in speaking, reading and writing)
German (Fluent in speaking, reading and writing)
Spanish (Proficient in speaking, reading and writing)
Kinyarwanda, French (Basic speaking)

PROFESSIONAL MEMBERSHIPS OR AFFILIATIONS

American Anthropological Association
American Association of Applied Linguistics
American Education Research Association
Comparative and International Education Society (CIES), Language SIG; Africa and African Diaspora SIG; Education, Conflict, and Emergencies SIG

REFERENCES

Sarah Dryden-Peterson
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Harvard Graduate School of Education

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University of Wisconsin-Madison
1000 Bascom Mall, Madison, WI 53706-1326
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Emily Hargroves Fisher Research Professor of Education
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