Positive Leadership for Flourishing Schools FORUM

PROGRAM

September 18–20, 2019
Kingston, Ontario, Canada
## Forum Program at a Glance

### Wednesday, September 18, 2019

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<tr>
<th>Time</th>
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<tr>
<td>6:00 - 6:30 pm</td>
<td>Welcome Message by the Forum Coordinators (Old Stones)</td>
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<tr>
<td>7:30 - 9:00 pm</td>
<td>Keynote: Megan Crawford, Coventry University</td>
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### Thursday, September 19, 2019

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<tr>
<td>8:00 - 9:00 am</td>
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<td>9:15 - 10:30 am</td>
<td>Session 1 (Ballroom A/B):</td>
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<td></td>
<td>Research Project Overview: “Positive Leadership for Flourishing in Schools”</td>
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<tr>
<td>10:30 - 10:45 am</td>
<td>Refreshment Break (Foyer)</td>
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<td>10:45 - 12:00 pm</td>
<td>Session 2 (Ballroom A/B):</td>
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<td>Workshop: “Using Positive Psychology to Create Cultural Change for Flourishing Schools”</td>
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<td>1:00 - 2:15 pm</td>
<td>Session 3 (Ballroom A/B and Gibraltar):</td>
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<td>Research Presentations and Discussions</td>
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<td>2:15 - 2:30 pm</td>
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<td>2:30 - 3:15 pm</td>
<td>Session 4 (Ballroom A/B):</td>
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<td>Research Project Overview: “Exploring the Sense of Flourishing among Outstanding Principals in Canada”</td>
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<td>Leadership Panel and Conversation Session / Research Presentations and Discussions</td>
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<td>Closing Remarks and Farewell (Ballroom A/B)</td>
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Welcome to the Positive Leadership for Flourishing Schools Forum!

We are honored that you are attending this Positive Leadership for Flourishing Schools Forum. The aim of the forum is to bring together researchers, policymakers, and practitioners across a variety of educational contexts to share knowledge and practices on positive leadership, wellbeing, and building school cultures where all may flourish. We are happy to welcome leaders, scholars, teachers, administrators, program coordinators, educational developers, and representatives of teacher associations, universities, colleges, school boards, schools, and community organizations across Canada.

This event is a key outcome of the multi-year research project funded by the Social Sciences and Humanities Research Council of Canada (SSHRC) entitled, “Flourishing in Schools: Positive leadership as a catalyst for sustainable school improvement.” The forum’s goals are to establish new connections, expand conversations, and build community for flourishing.

Over the past three years, we have engaged with school leaders across Canada in case studies to learn what it means to them to flourish in their work, gaining a better sense of wellbeing from their perspectives. Framed within a positive, strengths-based perspective, we found four values that permeated these participants’ stories of their work—purpose, passion, play, and presence. These values form a foundation for positive leadership that fosters and supports the conditions for learning communities where all may thrive.

We look forward to connecting with you throughout this Forum, exploring together how we might grow knowledges and practices for wellbeing for all in schools. We anticipate that attendees will contribute unique insights and perspectives based on their specific backgrounds and experiences with positive approaches to leadership, resilience and wellbeing, and building flourishing cultures in educational organizations. We believe that conversations and deliberations during the next few days will serve to enrich our understanding and practice of positive leadership for flourishing.

Enjoy the forum! We encourage you to actively engage in forum discussions and share your thoughts and experiences on social media using #FlourishingSchoolLeadership.

Please, follow the Forum on the Internet and Social Media:

@FlourishingSchoolLeadership
@FlourishLeaders
www.FlourishingSchoolLeadership.com

Respectfully,
Sabre Cherkowski, Keith Walker, and Benjamin Kutsyuruba
Welcome to Kingston

On behalf of Kingston City Council, I would like to extend a warm welcome to the attendees of the Positive Leadership for Flourishing in Schools Forum!

I am delighted that you were able to come to Kingston for this year’s forum and am certain that you will enjoy your stay here. Our community is proud of our educators, the work they do and the important role they play in our lives and the lives of our children.

While in town, I encourage you to take some time to discover one of Canada’s most historic cities. Kingston is home to the region’s best cultural attractions; museums, galleries and historic sites, including Fort Henry, a UNESCO World Heritage Site. During some of your spare time, take a stroll and explore our charming shops, enjoy a delicious meal in a unique restaurant or discover a favourite exhibit in one of our many museums. You will soon see why our citizens are so proud to call Kingston home.

Enjoy your visit and best wishes for an enjoyable Forum in Kingston. I hope your stay in Kingston is memorable and that you will visit us again soon.

Sincerely,

Bryan Paterson
Mayor of Kingston
Distinguished attendees,

On behalf of Queen's University, I extend a warm welcome to all of the delegates joining us in Kingston for the Positive Leadership for Flourishing Schools Forum. We are so pleased to co-host this important forum, which has been generously supported by the Social Sciences and Humanities Research Council of Canada (SSHRC), Drs. Sabre Cherkowski (University of British Columbia), Keith Walker (University of Saskatchewan) and Benjamin Kutsyuruba (Queen’s University).

For over 175 years, Queen’s University has influenced Canadian higher education with a commitment to both research excellence and an unparalleled student experience. Home to more than 25,000 students, researchers, scholars, professors and artists, Queen’s offers a range of programs in a number of schools and faculties including: Arts and Science, Engineering and Applied Science, Business, Health Sciences, Law, Drama and Music, Graduate Studies, and of course, Education.

Through our diverse programming, we promote social innovation, foster creative expression, and explore how societies work best. It’s this culture of excellence that has made Queen’s one of Canada’s leading universities.

I hope that you will have an opportunity to explore the attractions that both our campus and our city have to offer and that you enjoy a successful and inspiring forum.

Sincerely,

Patrick Deane
Principal and Vice-Chancellor
Queen’s University
Warm Greetings from the Faculty of Education at Queen’s University!

It is with great pleasure that I welcome you to the Positive Leadership for Flourishing Schools Forum, hosted in Kingston, Ontario. This forum is a result of the multi-year research project funded by the Social Sciences and Humanities Research Council of Canada (SSHRC) titled, “Flourishing in Schools: Positive leadership as a catalyst for sustainable school improvement.” I hope this forum will establish new connections, expand conversations, and build community for flourishing.

At Queen’s Faculty of Education, we strongly believe in leadership development, inclusivity, teaching, learning, innovation, collaboration, and excellence. This research project supports the Faculty’s mission, which is to develop progressive, ethical, competent and thoughtful leaders in education through teaching, research, and professional collaboration. We are excited that this research project spurred productive collaboration between University of British Columbia, University of Saskatchewan, and Queen’s University and encouraged involvement and mentorship of a host of graduate students. The research team’s contributions and conversations that this forum will initiate will be of significant value to educators, leaders, and policymakers that work to promote wellbeing and flourishing in schools.

We look forward to this learning experience, which will be enriched with a keynote presentation by Dr. Megan Crawford, the workshop on positive psychology (Lisa Sansom) and research presentations, panels, and discussions. I trust that you will gain insightful knowledge during these next few days.

As you enjoy your time in our beautiful and historical downtown Kingston, I hope that you will also have a chance to visit the Queen’s University campus, which sits on the traditional territory of the Haudenosaunee & Anishinabek. Kingston is big enough to welcome the world, yet small enough for visitors to feel instantly comfortable and at home.

Yours sincerely,

Rebecca Luce-Kapler, PhD
Dean, Faculty of Education
Forum Program

Wednesday, September 18

6:00-6:30 pm: Welcome Message by the Forum Coordinators (Old Stones)
6:30-7:30 pm: Opening Dinner (Old Stones)
7:30-9:00 pm: Keynote:
  - Positive Leadership: Where Does Emotion Fit In? – Megan Crawford (UK)

Thursday, September 19

8:00-9:00 am: Breakfast Together (Old Stones)
9:00-9:15 am: Opening Remarks and Mindfulness Exercise (Ballroom A/B)
9:15-10:30 am: Session 1 Featured Research Presentation (Ballroom A/B)
  - Positive Leadership for Flourishing in Schools – Sabre Cherkowski (BC), Keith Walker (SK), Benjamin Kutsyuruba, Rebecca Stroud Stasel, Nadia Arghash (ON)
10:30-10:45 am: Refreshment Break (Foyer)
10:45-12:00 pm: Session 2 Workshop (Ballroom A/B)
  - Using Positive Psychology to Create Cultural Change for Flourishing Schools – Lisa Sansom (ON)
12:00-1:00 pm: Lunch Together (Old Stones)
1:00-2:15 pm: Session 3.1 Research Presentations and Discussions (Ballroom A/B)
  - Understanding “Well-Being” and Implications for School Education – Thomas Falkenberg (MB)
  - Purpose and Agency in a Child’s School Life: Well-Being and Inquiry in Nature – Michael Link (MB)
  - Using Collaborative Approaches to Program Evaluation to Promote Positive Leadership in Schools – Chantal Labonté (AB), Michelle Searle, Lori Kirkpatrick, Rachael Smyth, Matthew Drabenstott (ON)
Session 3.2 Research Presentations and Discussions (Gibraltar)
  - Weetutoskemitowin: Working Together for Sustainable Schools – Pamela Osmond-Johnson (SK)
  - People Before Policy: Engaging in Educational Change with Relationships in Mind – Lisa Starr, Joseph Levitan, Blane Harvey (QC)
  - Knowing Kids Makes a Huge Difference: Advancing a Conceptual Framework for Positive Principal-Student Relationships – Jamie Kudlats (NC)
  - Growing Community One Play at a Time: How an Experimental Theatre Project led to Flourishing – Rebecca Stroud Stasel (ON)

2:15-2:30 pm: Wellbeing Break (Ballroom A/B)
2:30-3:15 pm: **Session 4** Featured Research Presentation (Ballroom A/B)

- Exploring the Sense of Flourishing among Outstanding Principals in Canada – Terry Kharyati (QC), Benjamin Kutsyuruba, Rebecca Stroud Stasel, John Bosica, Nadia Arghash (ON)

3:15-3:30 pm: **Refreshment Break** (Foyer)

3:30-4:45 pm: **Session 5.1** Research Presentations and Discussions (Ballroom A/B)

- Can Being a Mentor-Coach Increase Experienced Teachers' Wellbeing? – Trista Hollweck (QC)
- Lessons from Leaders: A Decade of Flourishing in Winnipeg School Division’s Teacher Induction and Mentorship Program – Jennifer Watt, Francine Morin, Gail Ruta Fontaine, Kathy Collis (MB)

**Session 5.2** Research Presentations and Discussions (Gibraltar)

- Exploring and Responding to Workplace Burnout and Well-being in Higher Education – Klodiana Kolomitro (ON)
- Foreign Language Education and Personal Competencies - A Road for Developing Emotional Wellness in Higher Education Students – Roberto Jiménez (FL)
- Relational/Positive Leadership: Discovering Doctoral Supervisors’ Effective Approach, Which Can Influence Student’s Well-being and Performance Positively – Maha Al Makhamreh (ON)

5:00-7:00 pm: **Light Reception** (Old Stones)

**Friday, September 20**

8:00-9:00 am: **Breakfast Together** (Old Stones)

9:00-9:15 am: **Opening Remarks and Mindfulness Exercise** (Ballroom A/B)

9:15-10:30 am: **Session 6.1** Research Presentations and Discussions (Ballroom A/B)

- Positive District Leadership for Flourishing Schools – Jennifer Turner (BC), Jim Brandon, Meadow Schroeder (AB)
- Adult Education and a Culture of Care – Lorraine Godden, Sandy Youmans (ON)
- Evidence of Leader Learning: Examining Empirical Data from a Cross-District and Community Infused Project Designed to Promote Student Mental Health and Wellbeing – Matthew Drabenstott (ON), Rachael Smyth; Michelle Searle (ON), Lori Kirkpatrick, Chantal Labonte (AB)
- Co-creative Leadership: Be A Wise Catalyst – Connie Taylor (ON)
Session 6.2 Wellbeing of School Administrators: Leader Panel and Conversation Session (Gibraltar)

- School Administrator Panel – Carmine Minutillo, Deborah Thompson, James Murray, Margaret Connelly (ON)

10:30-10:45 am: Refreshment Break (Foyer)

10:45-12:00 pm: Session 7.1 Roundtable Discussions (Ballroom A/B)

3. The Resilient Doughnut Model for Post-Secondary Student Leaders – Jodi Basch (ON)
4. It’s Not Just Great, It’s Positively Deviant: A POS Approach to Problem-solving in Research conducted Abroad – Rebecca Stroud Stasel (ON)
5. Conceptualizing Thriving Among Graduate and Professional Students – Heather Coe-Nesbitt, Nadia Arghash, Eleftherios Soleas, Anoushka Mousessian (ON)
6. Promoting Well-Being at Schools through a Compassion-Based Framework - Raghad Ebied (ON)

12:00-1:00 pm: Lunch Together (Old Stones)

- Overview of the Proposed Edited Book on “Positive Leadership for Flourishing Schools” – During lunch, we will provide detailed information to potential contributors of chapters in the upcoming edited volume. The invitation to contribute to the edited book will also be shared during other sessions and presentations throughout the forum.

1:00-2:00 pm Closing Remarks and Farewell (Ballroom C)
Forum Coordinators

**Sabre Cherkowski** (Ph.D., University of Saskatchewan) is Associate Professor and Director of Graduate Programs in the Okanagan School of Education in the Faculty of Education at the University of British Columbia. She teaches and researches in the areas of leadership, professional learning and development, mentoring and coaching, and diversity and education. With her colleagues, she recently completed a multi-year, SSHRC-funded research project examining teacher wellbeing from a positive organizational perspective. She is currently engaged in a second SSHRC-funded research project on wellbeing, examining positive leadership in schools as a catalyst for sustainable school improvement. She brings her experiences as a teacher, coach, and parent to her passion for exploring what it means to flourish in work and life.

✉️ sabre.cherkowski@ubc.ca

**Keith Walker** (Ph.D., University of Saskatchewan) is Professor in the Department of Educational Administration, College of Education, University of Saskatchewan. He believes in the fundamental importance of robust systems of early childhood, K-12 education, and post-secondary education for the well-being of civil societies and has a wide-angle focus on lifelong and life-wide education in his work. His academic expertise in educational administration, executive leadership, organizational development and applied ethics, match well with his public policy research interests (governance, leadership-constituent relationships and social policy). Keith’s present projects range from an examination of trust – why it is important, how it can be sustained – to how we might further engage public and social sector becoming flourishing and engaging organizations.

✉️ keith.walker@usask.ca

**Benjamin Kutsyuruba** (Ph.D., University of Saskatchewan) is Associate Professor in Educational Policy, Leadership, and School Law and an Associate Director of Social Program Evaluation Group (SPEG) in the Faculty of Education at Queen’s University. Throughout his career, Benjamin has worked as a teacher, researcher, manager, and professor in the field of education in Ukraine and Canada. His research interests include educational policymaking; educational leadership; induction, mentorship and development of teachers; trust, moral agency, and ethical decision-making in education; international education; school climate, safety, well-being, and flourishing; and, educational change, reform, and restructuring. His current research projects focus on positive leadership, flourishing in schools, educator wellbeing, and teacher induction and mentoring in international settings.

✉️ ben.kutsyuruba@queensu.ca
Keynote Address

Megan Crawford

Positive Leadership: Where Does Emotion Fit In?

Wednesday, September 18, 2019

7:30pm

In her keynote, Megan will look at the flow of emotion in people focused organisations and how knowledge of theory can help us both understand and change practices in leadership. Looking at the role of emotion in making schools great places to work and learn, the talk will also highlight the challenges studying this area can bring.

Dr. Megan Crawford is a Professor of Educational Postgraduate Programmes, Centre for Global Learning, Education and Attainment, Coventry University, UK. Her research interests include leadership in all phases of education; emotion and leadership; professional learning, and educational policy. Originally a primary deputy, she moved into HE after completing her PG degree. She has worked at several UK universities, including Warwick, Cambridge, UCL IOE, and the Open University. She was Director of the Plymouth Institute of Education from 2014-2018. She has been involved in school governance since the 1990s and have set up new schools, and currently is the Chair of a Multi Academy Trust. She has authored and co-authored multiple articles and books on leadership, including Getting to the Heart of Leadership: Emotion and Educational Leadership (SAGE).

ac9759@coventry.ac.uk
Forum Sessions

Thursday, September 19, 2019

9:15-10:30 am:  Session 1 (Ballroom A/B)

Featured Research Presentation

Positive Leadership for Flourishing in Schools
Sabre Cherkowski (BC), Keith Walker (SK), Benjamin Kutsyuruba, Rebecca Stroud Stasel, Nadia Arghash (ON)

This session will review the multi-year research project, entitled “Flourishing in Schools: Positive leadership as a catalyst for sustainable school improvement.” This research project has been funded by Insight Grant from the Social Sciences and Humanities Research Council of Canada (SSHRC). It examined perceptions of school leaders across Canada regarding what it means to them to flourish in their work and their sense of wellbeing. The research team will provide an overview of the key findings related to purpose, passion, play, and presence, the four values that form a foundation for positive leadership that fosters and supports the conditions for learning communities where all may thrive.

10:45-12:00 pm:  Session 2 (Ballroom A/B)

Workshop

Using Positive Psychology to Create Cultural Change for Flourishing Schools
Lisa Sansom (ON)

Creating flourishing educational environments is not simply a matter of teaching positive psychology to students, or even just training staff in the essential elements and applications of positive psychology in pedagogy and classroom management. For a school to be truly flourishing, positive psychology research and interventions need to be adopted and embraced by the entire school community from the leadership, to support staff, to parents and other stakeholders. This workshop will provide an overview of practical ways which schools can implement and create positive cultural change.

1:00-2:15 pm:  Session 3.1 (Ballroom A/B)

Research Presentations and Discussions
Chair: Nadia Arghash

Understanding “Well-Being” and Implications for School Education
Thomas Falkenberg (MB)

Any concern for well-being in schools will face the question of how to understand (human) well-being. In this theory-based presentation I will first outline some prominent approaches to understanding well-being and
then present an integrated approach to well-being that brings ideas from these different approaches together in a compatible and principled way. The presentation will conclude with an outline of some of the major implications that the adoption of such an integrated conceptualization of well-being would have for school education leadership work that is concerned with well-being in schools.

**Purpose and Agency in a Child’s School Life: Well-Being and Inquiry in Nature**  
*Michael Link (MB)*

Core components of well-being include a sense of purpose and agency. The findings of my recent dissertation research suggest the importance of meaning in a child’s engagement at school. In the studied approach, teachers utilize the natural world to create provocations to spark the curiosity of children thereby providing opportunities to ask questions and subsequently explore those questions. While such opportunities offer students the chance to practice valuable inquiry and communicative skills, the teachers of this approach identify the primary purpose as one that contributes to child well-being. Meaningful engagement with the natural world cultivates a sense of wonder and curiosity.

**Using Collaborative Approaches to Program Evaluation to Promote Positive Leadership in Schools**  
*Chantal Labonté (AB), Michelle Searle, Lori Kirkpatrick, Rachael Smyth, Matthew Drabenstott (ON)*

Program evaluation enables school leaders to support innovation. Our evaluation, driven by school leaders in collaboration with experts, aims to understand the contributions of a project to support student mental health and wellbeing. Focused on social betterment, we use collaborative approaches to promote relationships and situate learning through participatory processes. Drawing on data centered on leaders’ decision-making, evaluation experience and resulting learning, we ask how does evaluation contribute to leaders’ ability to support flourishing? We conclude by offering recommendations for positioning evaluation as a central feature of learning and promoting positive leadership in schools and districts.

1:00-2:15 pm: **Session 3.2** (Gibraltar)

**Research Presentations and Discussions**  
*Chair: Bernadette Mendes*

**Weetutoskemitowin: Working Together for Sustainable Schools**  
*Pamela Osmond-Johnson (SK)*

Drawing from data from an ongoing SSHRC project, this presentation will focus on the community relationships and partnerships foraged by school leaders in Saskatchewan and Manitoba as they attempt to support TRC Calls to Action. Given the trauma associated with schooling for many Indigenous people, working to develop respectful and meaningful relationships with the community is imperative to supporting Indigenous students. This is often challenging for non-Indigenous principals, who must first acknowledge and challenge their own biases and that of staff and parents. The proposed conversation will share some of the ways in which school leaders are decolonizing their understanding of school leadership to foster positive community relations.
People Before Policy: Engaging in Educational Change with Relationships in Mind
Lisa Starr, Joseph Levitan, Blane Harvey (QC)

In this presentation we explore the question, how do leaders flourish when leading educational change/reform? We will share preliminary findings from a current SSHRC funded study of educational change. We have engaged in interviews, focus groups and participant observation of how teachers and administrators navigate the implementation of an innovative model of high school education, the NEXTschool initiative, in the English sector of Quebec education. Specifically, we will discuss how emotion and relationships informed decision making.

Knowing Kids Makes a Huge Difference: Advancing a Conceptual Framework for Positive Principal-Student Relationships
Jamie Kudlats (NC)

The findings of an exploratory study of the principal-student relationship (PSR) will be presented, along with a new framework for viewing the understudied phenomenon. The author interviewed and observed principals and interviewed some former students to collect the data. The findings revealed that the PSR is indeed significant, containing many similar features of the teacher-student relationship, and having a profound impact on principals and students alike. Principals enjoy making friendly, caring, and supportive connections with their students, and also believe that those connections help them do their jobs more effectively by gaining deeper understandings of individuals and the school community.

Growing Community One Play at a Time: How an Experimental Theatre Project led to Flourishing
Rebecca Stroud Stasel (ON)

This presentation chronicles a retrospective analysis of a study of an experimental theatre project through the lens of positive organizational studies (POS). The researcher explores the role of trust, creativity, and flow, and how these ingredients make a healthy recipe for schools. Findings highlight flourishing and a sense of community that was created by this project where students and the school leaders were taking courageous principled action, generating a community that communicated openly and school leaders accommodated space for creativity and critical conversations to occur, which served to awaken compassion in the community (Worline & Quinn, 2017).

2:30-3:15 pm: Session 4 (Ballroom A/B)

Featured Research Presentation

Exploring the Sense of Flourishing among Outstanding Principals in Canada
Terry Kharyati (QC), Benjamin Kutsyuruba, Rebecca Stroud Stasel, John Bosica, Nadia Arghash, Jodi Basch, Bernadette Mendes (ON)

This session will present an overview of an exploratory study that examined the perceptions of wellbeing in the work lives of the Canada’s Outstanding Principals. The study had two research questions: 1) How do outstanding principals experience the wellbeing? and 2) What factors contribute to school working environments where wellbeing is possible and sustainable and where its antecedents can be better understood? Quantitative and qualitative research strategies were used to elicit perceptions of wellbeing from the recipients of the Canada’s Outstanding Principals awards. Data analysis entailed descriptive and inferential statistics, and thematic analysis of open-ended survey questions and interview responses. In this
presentation, we will describe key findings from the survey with closed and open-ended questions (n=73) and telephone interviews (n=20).

3:45-4:45 pm: **Session 5.1** (Ballroom A/B)

**Research Presentations and Discussions**

*Chair: John Bosica*

**Can Being a Mentor-Coach Increase Experienced Teachers’ Wellbeing?**

*Trista Hollweck (QC)*

This presentation reports on a qualitative case study that examined the mentor-coach role as a supportive structure for experienced teachers’ increased well-being. In the study, data from interviews, questionnaires, and a focus group with mentor-coaches in the Western Quebec School Board was analyzed with and against Seligman’s (2011) wellbeing PERMA theory. All five PERMA elements (positive emotion, engagement, relationships, meaning, and accomplishment) were reported by study participants and will be discussed using supporting quotations in the presentation. However, the study also found that the mentor-coach role should not be viewed as a panacea for educator wellbeing. Rather, findings indicated that the quality and effectiveness of the mentoring and coaching relationship are critical for wellbeing and negative experiences—if left unattended—can also contribute to mentor-coach stress and increased workload.

**Lessons from Leaders: A Decade of Flourishing in Winnipeg School Division’s Teacher Induction and Mentorship Program**

*Jennifer Watt, Francine Morin, Gail Ruta Fontaine, Kathy Collis (MB)*

Leaders of the Winnipeg School Division Professional Learning and Leadership Centre have facilitated a Teacher Induction and Mentorship Program for over ten years (2008 - 2019). This program is designed to support early-service teachers through professional development, job-embedded learning, and mentorship. Our presentation will explore insights from reflective professional learning conversations with Kathy Collis, Director of the PLLC (2008-2018) and current Director and former Lead Teacher, Gail Ruta Fontaine. These two leaders identify how they have engaged with teachers from a positive leadership stance in order to flourish in their roles as mentors of mentors and leaders of professional learning.

**Better Together: Exploring How Elementary Principals Support Early Career Teachers**

*Jenny Gonyou-Brown (ON)*

Principals in Ontario publicly funded elementary schools strive to connect educators with learning opportunities that engage and motivate professional collaboration to address student needs, improve student learning achievement and build a positive school culture. Early career teachers often encounter a range of challenges to mitigate as they undertake the complex and multi-faceted work of teaching today. Principals, as school leaders, have resources available to support new teachers. Based on study findings and the presenter’s professional experiences, this presentation will explore how principals facilitate supports for the early career teachers in their school, the challenges that they experience and the positive effects of educator collaboration.
Exploring and Responding to Workplace Burnout and Well-being in Higher Education

Klodiana Kolomitro (ON)

Our roles in academia have been redefined, reimagined, and repurposed. The expectations and patterns of the work of educational developers can lead to fatigue, burnout, and stress (Nilson, Nuhfer and Mullinix, 2011). The purpose of this study was to examine the concepts of burnout and workplace well-being among educational developers across the international landscape. Thematic analysis from the survey responses (n=210) revealed characteristics around four themes that both enhanced or hindered participants’ sense of well-being: a) colleagues, b) manager/director, c) institution/senior administration, and d) workplace. These findings highlight the need to further amplify conversations related to burnout, as well as examine and promote workplace well-being for educational developers. In this world café, we will provide an overview of our research results and an opportunity for participants to reflect on what these results mean within their local context, and to identify several wellness strategies to guide our practice. Our hope is that the results of this project will benefit the wider community in supporting our collective journey to create strong teaching and learning cultures and practices, and to adopt strategies to promote well-being in our workplace environments. Only by encouraging wellness, buoyancy, and optimism can we develop a resilient, strong, and healthy community of scholars in higher education.

Foreign Language Education and Personal Competencies - A Road for Developing Emotional Wellness in Higher Education Students

Roberto Jiménez (FL)

The ongoing digital revolution and the development of educational technologies have transformed Higher Education, forcing us to re-evaluate our purpose and roles. A focus in personal competencies, including emotional wellness, creativity, collaborations, interpersonal communication and social consciousness, will gain significant prominence in upcoming years. Foreign languages courses are perfect spaces to lead this change. This presentation will explore ways in which these courses can be designed to help students acquire personal competencies while becoming more acquainted with their own global self.

Relational/Positive Leadership: Discovering Doctoral Supervisors’ Effective Approach, Which Can Influence Student’s Well-being and Performance Positively

Maha Al Makhamreh (ON)

Available research found that supervisors’ leadership styles were correlated with the occurrence of students’ mental health problems, and these different styles contribute to students’ wellbeing and performance. As such, I conducted a phenomenological study to explore the nature of leadership, which influences the doctoral students’ well-being and performance positively. Overall, I interviewed 16 doctoral supervisors in Canada. The findings revealed how relational leaders create vibrant working environments and how they develop positive supervision relationships with their followers—which contributes to our understanding of relational leadership—and also confirms that positive psychology and positive leadership are connected to relational leadership.
Brené Brown has been a leading voice in the field of “courageous leadership” across sectors since 2011. With the rise in popularity of lifelong and distance learning, we want to explore how well Brown’s courageous leadership strategies translate outside of the public-school setting. This paper identifies Brown’s key theories on courageous leadership then explores how these concepts map onto leadership in adult education, international education and online education. This paper will offer up practical suggestions for leadership practices, note where gaps exist and where further research can be done.

Friday, September 20, 2019

9:15-10:30 am: Session 6.1 (Ballroom A/B)

Research Presentations and Discussions
Chair: Rebecca Stroud Stasel

Positive District Leadership for Flourishing Schools
Jennifer Turner (BC), Jim Brandon, Meadow Schroeder (AB)

School leaders are experiencing intensification of their work through heroic leadership expectations that make it challenging to address all areas of issue consistently over time. As a result, principals’ experience decreased well-being and a mounting tension between leading learning, addressing issues of management, upholding the principles of inclusion, maintaining public accountability, and responding to a rapidly increasing ‘at-risk’ population. Interdependent organizations require alternatives to top-down management to better influence valued outcomes (Careau et al., 2014). The positive school leadership model (Murphy & Louis, 2018) advocates leadership through collaborative interconnected relationships as an effective approach to creating new organizational conditions that share and support complex processes and improved well-being.

Adult Education and a Culture of Care
Lorraine Godden, Sandy Youmans (ON)

In this paper, we report on a recent qualitative study of Adult Education (AE) from eight different district school boards in Ontario, Canada where a culture of care enabled adult learners to achieve previously unrealized educational and career goals. 63 adult learners shared numerous examples of learning successes achieved through what they attributed to guidance counsellors’ commitment to their holistic well-being. Seven guidance counsellors described their crucial role in helping ensure that AE provides appropriate and ongoing educational, lifelong learning, and career development opportunities for Ontarian adults.
Evidence of Leader Learning: Examining Empirical Data from a Cross-District and Community Infused Project Designed to Promote Student Mental Health and Wellbeing
Matthew Drabenstott, Rachael Smyth, Michelle Searle, Lori Kirkpatrick (ON), Chantal Labonte (AB)

Mental health and wellbeing strategies are foundational to student success. Considerations involving student mental health and wellbeing are often complex; school leaders are continually innovating to respond to needs. In response to feedback from students and teachers, leaders at two school districts created a joint Mental Health and Wellness Coach Counsellor (MHWCC) role. This role spanned two secondary schools in one community and operated in collaboration with community health resources. Using reflective interviews from key stakeholders and other data sources, we report on district leaders’ learning about the efficacy of a role designed to promote student mental health and wellbeing.

Co-creative Leadership: Be A Wise Catalyst
Connie Taylor (ON)

This presentation offers a unique conceptual leadership philosophy titled co-creative leadership. This leadership model is inspired by the author’s doctoral research that determined wisdom is a social phenomenon; co-created between individuals. Drawing from those findings, leaders are encouraged to build cohesive teams and function within as equals and wise catalysts. At the heart of co-creative leadership are several foundational wise practices – the art of listening, a philosophy of respect, the role of reflection, and the use of intuition. When combined with astute business practices including goal setting, due diligence, and effective communications, this model can create powerful outcomes.

9:15-10:30 am: Session 6.2 (Gibraltar)

Panel and Conversation Session
Moderator: Sabre Cherkowski

Wellbeing of School Administrators
Carmine Minutillo, Deborah Thompson, James Murray, Margaret Connelly (ON)

The focus of the panel and conversation session is on the wellbeing of school administrator. The panelists will discuss: the ways in which they experience wellbeing in your work and how their experiences changed over their years of work; the conditions (school and system levels) that are necessary to support wellbeing and flourishing for administrators in their work; and the ways in which positive teacher leadership could be fostered in schools. There will be time allocated for questions to the panelists and discussion with the audience.
Roundtable Discussions

1. Positive Leadership: Principles and Practices for Sustainability in Flourishing Schools
   Darcia Roache (SK)

   The conceptual paper explores the principles and practices that positive leaders can implement to sustain and maximize the well-being of flourishing schools. Positive leadership characters involve intelligence, confidence, determination, charisma, and skills to implement values in action for schools (Northouse, 2018). The paper explores how positive leadership is rooted in positive organizational principles (Ahmadnia & Shad, 2017) and can changes employee performance, build sustainability, promote workers well-being, and build health organization/schools (Fabio & Peiró, 2018). The conclusion contributes to positive leadership as associated with effective leaders that aim to build sustainability in flourishing schools through creativity, practices, and principles.

2. A Flourishing First Nation Community School: Findings from the School Review Process
   Daryl Morrison (NB)

   Conducting regular school reviews on First Nation community schools is one example of a compliance expectation that is imposed upon First Nation communities by Indigenous Services Canada. Despite public perception that First Nation schools perform lower than most provincial schools, there is emerging evidence that First Nation community schools are places for children and teachers to flourish and thrive. This roundtable discussion will highlight a school review process that was used in one First Nation community school in New Brunswick. It shows evidence of positive school leadership, well-being, and a school culture where all may flourish.

3. The Resilient Doughnut Model for Post-Secondary Student Leaders
   Jodi Basch (ON)

   This analysis serves as an exploration of resilience in post-secondary student leaders from a strength-based lens. Resilience is the ability for an individual to return to their regular functioning following a personal challenge. Moreover, when an individual is resilient, they are typically able to demonstrate growth following this situation. The Resilience Doughnut model (Worsley, 2006) is introduced to highlight the importance of individuals’ internal assets: personal strengths and resources. The model also highlights the importance of individuals’ external resources and supports. Resilient student leaders draw from a combination of internal assets and external resources to empower their followers.

4. It’s not just Great, it’s Positively Deviant: A POS Approach to Problem-solving in Research Conducted Abroad
   Rebecca Stroud Stasel (ON)

   All teachers who work overseas will experience culture shock (Roskell, 2013). Culture shock was originally conceived as an occupational malady (Oberg, 1960). To date, culture shock has only been studied from a deficit orientation, which omits what POS scholars refer to as the positively deviant (Cameron, 2008). An example of positive deviance in this study would be to find instances of teacher flourishing amidst the backdrop of culture shock. This roundtable presentation provides an overview of international schooling, acculturation theories, then frames research questions with POS lenses that will serve to draw out evidence of flourishing in teachers who work overseas.
Graduate and professional programs help to foster the development of future researchers, scholars, and professionals. While existing research on human thriving provides insight into how the notion can be understood across the lifespan, within the workplace, and among practitioners of various professions, there is a need to better understand thriving within institutions of higher learning. The aim of this study is to understand how thriving can be conceptualized within the context of post-secondary graduate and professional studies. Data analysis revealed six overarching themes with which graduate and professional students described and understood thriving within their studies: Being; Connecting; Engaging; Achieving; Balancing; Enjoying.

Upon observing a rise in educators’ interest, mobilization and growing movements in addressing students’ well-being, which largely happened in silos, the development of a compassion-based framework begins to provide a “comprehensive theoretical model of prosocial development” and “an organizing principle” (Lavelle, Flook and Ghahermani, 2017, pp. 1-2) for the pro-social education field. This emerging framework is linked to Social Emotional Learning (SEL) which can contribute to greater student well-being and is characterized by parental and community involvement; school leadership; a safe and caring school culture with effective teaching and learning; methodical ways of developing compassion through engaging in different compassion training programs which focus on equity and system-level shifts; and additional professional development for educators related to social emotional learning. Research suggests that taking this increasingly holistic approach to education improves students’ academic success and well-being (Brown, Corrigan, & Higgins-D’Alessandro, 2012).
Relevant Publications from the Research Team


Our Research Study Team

Rebecca Stroud Stasel is a PhD candidate at Queen’s University. Her research interests include educational policy and leadership, international education, and arts-based pedagogies. Her doctoral study chronicles the acculturation experiences of teachers who are working overseas. She is a research assistant examining leadership culture in schools, and teaches courses at the Faculty of Education. Rebecca has worked for twenty years as a high school teacher, primarily in drama, debate, and language arts in four countries, and has served as a diversity liaison in one school district and a contract negotiator for another.

Michaela Calderwood recently completed a Master’s of Social Work at the University of British Columbia, Okanagan. She is currently living in New York City, working in the field of social work.

Liz Saville completed her Master’s of Education at the University of British Columbia, Okanagan. She currently serves as an adjunct professor in the Okanagan School of Education, teaching science education in the Bachelor of Education’s undergraduate program.

Nadia Arghash is a researcher in the field education. She completed her Master’s of Education at the Faculty of Education at Queen’s University. Her research focus is on positive organizational scholarship.

John Bosica is currently a PhD candidate in the Faculty of Education at Queen’s University. With a BScH from Queen’s University and MSc in Mathematics from the Royal Military College of Canada, John focuses on mathematics education in preservice teachers.

Jodi Basch, M.Ed., is a Registered Psychotherapist (Qualifying) and researcher in the field of education. Her research focuses on resilience in post-secondary student leaders.

Bernadette Mendes, BEd, is a teacher and researcher in the field of education. The focus of her MEd research is positive and authentic educational leadership.

Sheila McWatters is a graduate student in the PhD program in Education at Queen’s University. Sheila has worked as a school and system level leader in K-12 Education. Her research focuses on ethical and moral dimensions of transformative leadership for developing flourishing school communities.
Forum Presenters
(in alphabetical order)

Anoushka Moucessian is a Doctoral Candidate at the Faculty of Education, Queen’s University. She is a highly motivated and positive counsellor with experience providing support to high needs population. Anoushka is an organized problem solver who, in addition to offering a strong knowledge of resources/services in Kingston area, is also highly proficient in ability to conduct needs assessments, as well as facilitate outreach, workshops and groups.

Carmine Minutillo is a school principal with the Algonquin & Lakeshore Catholic District School Board and a Master’s of Education graduate from the Faculty of Education at Queen’s University.

Chantal Labonté is a PhD student in School and Clinical Child Psychology at the University of Alberta. Her research focuses on supporting the learning and development of children with neurodevelopmental disorders. She is interested in program evaluation and its role in promoting evidence-based programs to support optimal outcomes for children and their families.

Connie Taylor (PhD) is an independent scholar, consultant, coach, and writer. During her recent immersion in the world of academia, Connie earned both an MEd and PhD at Queen’s Faculty of Education where she acquired teaching, research, and scholarly skills. As an academic, Dr. Taylor conducted proprietary research, taught at the University, and presented papers at more than 20 conferences. Her newly acquired academic skills are teamed with her Bachelor of Commerce and more than 25 years of practical business experience where Connie worked within the business sector in a variety of management and executive roles. Connie also served the not-for-profit sector facilitating strategic planning, policy development, and execution strategies for a host of clients. Currently, as a social scientist with a focus on wisdom and its practice, Dr. Taylor is once again serving the community; academics with their research, organizations with their business development, and individuals with their personal growth.

Darcia Roache is a doctoral student in the Department of Educational Administration, College of Education, University of Saskatchewan. Her research interests are in positive leadership and exploring principles and practices for sustainability in flourishing schools.

Daryl FG Morrison (PhD) is currently the Director of Strategic Planning at a non-profit Regional Education Organization known as First Nations Education Initiative Inc. (FNEII). Dr. Morrison spent over 25 years in public education in various roles including Director of Education, lead consultant at the New Brunswick Department of Education and Early Childhood Development for school reviews and school improvement planning, supervisory roles within district office for literacy, assessment, data management, and curriculum design, as well as a classroom teacher at the elementary and middle school levels. Daryl obtained a Ph.D. (Education), a M.Ed. (Curriculum and Instruction), a DAUS (Special Education, Guidance, and Counseling) and a B.Ed. (Elementary) from the University of New Brunswick. His research interests are in the areas of school improvement planning and design, school effectiveness, and grounded theory methodology.

Deborah Thompson is a school principal with the Limestone District School Board and a Master’s of Education graduate from the Faculty of Education at Queen’s University.

Eleftherios (Terry) Soleas is a past senior science Ontario classroom teacher and a current doctoral candidate in Cognition and Learning as well as a Graduate Teaching Fellow at Queen’s University. Terry’s central research focus is researching what motivates innovation and the psychological underpinnings of
change throughout the learning lifespan. He has presented at CSSE, AERA, and ISATT among other international scholastic conferences.

Francine Morin (PhD) is a leading authority in Canadian arts education as well as teacher professional development and learning. As Department Head of Curriculum, Teaching and Learning at the University of Manitoba, she is active serving the arts and educational communities at provincial and national levels. She has conducted several action research studies, alone and with others, aimed at improving educational experiences and programs for children, teachers, and school administrators.

Gail Ruta Fontaine (MEd) is the Program Director for the Winnipeg School Division Induction and Mentorship Program. She was formerly an Early Years Teacher and Learning Support Teacher. Her areas of professional inquiry include mentorship, coaching, leadership, and advocacy for Early Service Teachers.

Heather Coe-Nesbitt (PhD) has recently graduated from the Faculty of Education, Queen’s University. She holds a M.Ed. degree from Queen’s University, a B.Ed. (primary/junior) from the University of Ottawa, and a B.A. Honours degree in Kinesiology from the University of Western Ontario. Her research interests include student health and well-being, engagement and motivation, and early childhood education. Heather worked as a research associate with the Social Program Evaluation Group and has been involved in several externally funded research projects, such as the Health Behaviour in School-aged Children (HBSC) study. Before returning to graduate school, Heather worked as a Kindergarten teacher at various accredited international schools in Shanghai, China. She has experience planning and implementing early childhood play-based pedagogy, emergent curriculum, the Project Approach, and inquiry-based learning.

James (Jim) Murray holds a M.Ed., B.Ed., L.L.B. & B.A. Honours (Politics) from Queen’s University. He was an elementary school principal for sixteen years, a vice-principal, special education resource teacher & elementary classroom teacher. He also practiced law for a number of years prior to entering education. Mr. Murray’s academic interests are in the areas of education law & policy, leadership, ethics & special education with a focus on trust and relationships. He is also active with Queen’s Continuing Teacher Education.

Jamie Kudlats (PhD) is an Assistant Professor of Educational Leadership at the University of North Carolina at Charlotte. He earned his PhD in Education from the University of North Carolina at Chapel Hill and his Master of Arts in Leadership and Educational Administration from the George Washington University. For nearly 15 years, Jamie served as a math teacher in grades 4 through 8, a middle school assistant principal, and a middle school principal in Atlanta before choosing to pursue a PhD. While at UNC Chapel Hill, Jamie served as an instructor and student teaching supervisor in the MAT program at the elementary, middle, and secondary levels. He also served on the editorial board of the High School Journal. Jamie’s research is focused on the principalship and, in particular, individual and school-wide effects of student-centered leadership. Much of his work centers on the significance and purpose of direct principal-student interactions and relationships. Jamie also serves on the board of the Centre for Relationship-Based Education, a non-profit organization dedicated to the promotion of positive, genuine, intentional, and responsive relationships in schools.

Jennifer Turner is a Doctor of Education in Educational Leadership student in the Werklund School of Education at the University of Calgary. She has served 25 years in public education across two provinces. She has been a member of the British Columbia Superintendent Association for fourteen years and served ten years as Kootenay Boundary Regional Chair and Executive member of the British Columbia Administrators of Special Education. She has also served as Principal, District Psychologist, and Special Education Teacher. She has worked extensively with the Ministry of Education in British Columbia most recently in the Development of the Early Learning Framework and as part of the Literacy 12 Graduation
Assessment Advisory Committee. She is interested in educational leadership, mental health and wellness, equity, positive leadership, system improvement and educational change.

Jennifer Watt (PhD) is an Assistant Professor in the area of language and literacies at the University of Manitoba. Her research focuses on how multiple literacies contribute to and create well-being and well-becoming in schools and beyond. For the three years, she has served as a critical friend and program evaluator for the WSD Teacher Induction and Mentorship Program.

Jenny Gonyou-Brown (PhD) is an elementary vice-principal in Southwestern Ontario with the Thames Valley District School Board (TVDSB) and is a graduate of the Doctor of Education (EdD) program at Western University in London, Ontario. Her doctoral research interest in investigating the supports available for early career teachers evolved from her work with the TVDSB as a lead mentor and professional learning facilitator for the New Teacher Induction Program (NTIP). Alongside her work in school leadership, Dr. Gonyou-Brown has a professional background as a music specialist and special education teacher and has been working with students, their families and other educators in elementary schools for the past eighteen years.

Jessica Della-Latta is the Executive Director of Professional and Non-Credit Programs at the Faculty of Education. Jessica’s leadership path in the educational sector has been rooted in operations. The principles of courage and collaboration have guided her towards opportunities for growth. Jessica embraces creativity and innovation while caring for the team she serves. She enjoys exercise and will be running in her first half marathon this fall.

Jim Brandon is an Associate Dean and Associate Professor at the Werklund School of Education at the University of Calgary. Dr. Brandon’s research, workshops, and publications focus on (a) quality teaching, (b) overall instructional leadership, (c) school district leadership, and (d) supervision and evaluation of teachers, principals, and district leaders. Jim has worked extensively with several of the provincial educational partners in Alberta. He is a past president of the College of Alberta School Superintendents (CASS) and served as its Director of Leadership Capacity Building from 2009 through 2011. Dr. Brandon served 23 years in the superintendency in two school districts, worked as a principal for nine years, a vice-principal for four and began his career as a secondary social studies teacher.

Karen Burkett is the Director for the Queen’s School of English at the Faculty of Education. Karen’s leadership style embraces reliability and integrity. As she leads her team, Karen leans into her values of collaboration, fairness, and uniqueness, creating a space where creativity thrives. Karen loves taiko drumming, exercise and running. She will be running in her sixth half marathon this fall.

Kathy Collis (BA, BEd) is the Program Director of the Professional Learning and Leadership Centre in Winnipeg School Division. She previously served her school division as a classroom teacher (ELA, Social Studies and Special Education), curriculum consultant in Literacy Development, as well as a support teacher for Inner City Schools. Her current work includes promoting and facilitating quality adult learning that supports early service teachers and mentors. Kathy has lead learning sessions at both the provincial and national levels in the areas of K-12 literacy development, assessment for learning, and teacher induction and mentorship. Kathy is a member of the Pan Canadian Expert Panel on Teacher Induction.

Klodiana Kolomitro (PhD) is the Director of Education Development with the Health Sciences Office of Professional Development and Educational Scholarship, and cross-appointed with the Department of Biomedical and Molecular Sciences at Queen’s University in Canada. Dr. Kolomitro is also a volunteer with Academics Without Borders. Her research interests and publications focus on educational development, program evaluation, curriculum, wellness, scholarship of teaching and learning, and anatomical education.
Lisa Sansom  (MBA, MAPP, PCC) is an Organizational Development Consultant at Queen’s University. She is a former high school French teacher and has been working in higher education, with leaders and aspiring leaders as well as high-performing teams. She is a founding Board member of the Canadian Positive Psychology Association, presented three times at the International Positive Psychology Association’s World Congress and served as co-Chair of both the 2017 and 2019 practice review committees for the World Congress on Positive Psychology. Lisa has spoken at many other conferences for HR, education and various other industries.

Lori Kirkpatrick  (PhD) is an adjunct Faculty member in the Faculty of Education at Western University. Her work is in the area of Educational Psychology. She teaches courses in research methods and academic interventions. Her research focuses on writing, technology, and inclusive education.

Lorraine Godden  (PhD) is currently an instructor in Career Development and Employability at Carleton University. Dr. Godden’s research has been published in national and international journals, and she has presented at numerous national and international conferences. Her work includes collaborative, empirical, and community-based research projects that have informed theory, policy, and practice-based initiatives for career development. Dr. Godden currently serves on the Board of Directors of CERIC and the Asia Pacific Career Development Association and was a Member of Team Canada (2017-2019) for the International Symposia on Career Development and Public Policy (ICCDPP).

Maha Al Makhamreh is PhD candidate in the Faculty of Education at Queen’s University in Kingston, Ontario. She completed her MBA at Henley Business School in 2008. In her dissertation from Henley, she explored the methods that could be used to enhance trust in face-to-face problem-solving groups, in order to encourage the development and sharing of ideas. She looked at the leadership role that facilitators play in group work and the impact that they have on group members. Maha started her career as a teacher and principal before she worked as a management/educational consultant.

Margaret Connelly is a school administrator with the Limestone District School Board and a Master’s of Education graduate from the Faculty of Education at Queen’s University.

Matt Drabenstott is a PhD student at Queen’s Faculty of Education studying youth suicide prevention. By studying the ebb and flow of belonging through qualitative inquiry, he hopes to equip teachers and other frontline youth workers with strategies to kindle young persons’ sense of belonging through depressive and suicidal episodes. Through participatory action research at the Students Commission of Canada, Matt also brings an expertise in youth engagement leading multiple youth-led initiatives. He works with youth and community partners from across Canada to examine how the creation of ‘safer spaces’ fosters positive social identity development by incorporating diverse others into youths’ sense of belonging.

Meadow Schroeder is an Associate Professor at the Werklund School of Education, School and Applied Psychology, at the University of Calgary. She is the Academic Coordinator for a First Nations (MFNERC) school psychology cohort and Director of Practicum. Meadow is a registered psychologist with a research interest in teaching and learning at the post-secondary level. In her clinical work, she is interested in the assessment of adults and ADHD. In 2014, she was awarded the University of Calgary Teaching Award for Teaching in Online Environments.

Michael Link  (PhD) is an Assistant Professor in the Faculty of Education at the University of Winnipeg. Prior to the University of Winnipeg, Michael served as an Educational Developer and as a Sessional Instructor in the Faculty of Education at the University of Manitoba. Michael was also an educator in the inner city of Surrey, British Columbia for 10 years. His research interests include curricular ecological literacy
integration, science education and well-being, outdoor education, and education for sustainability. His PhD research explored the link between outdoor education and student well-being.

Michelle Searle (PhD) is an Assistant Professor of Educational Evaluation at Queen’s University. She holds the Credentialed Evaluator (CE) designation from the Canadian Evaluation Society and is a member of the Ontario College of Teachers (OCT). Michelle focuses on increasing the usefulness of program evaluation through a collaborative approaches and innovative forms of dissemination. By using mixed and multiple methods that are often infused with Arts, Michelle is gains a deeper understanding of the phenomena under study and uses this knowledge to inform policy, practice and scholarship.

Rachael Smyth is a PhD candidate in Health and Rehabilitation Sciences at Western University. She is also in the process of completing her clinical degree in Speech-Language Pathology. While her primary research focuses on language development in preschool children, she is also interested in making connections across disciplines, such as, mathematics and education.

Raghad Ebied is a doctoral candidate and researcher in the Faculty of Education, Western University. Her current research interests include culturally responsive and trauma-informed/compassionate leadership in schools which promote equity, inclusion and well-being with a particular interest in supporting refugee/newcomers’ students’ successful adaptation.

Roberto Jiménez-Arroyo (PhD) is the instructor at University of South Florida Sarasota-Manatee. He holds BA and MA in Spanish Language and Literature, as well a graduate certificate in Latin American and Caribbean Studies from USF. After graduation, he worked as a full-time Spanish instructor at Western Kentucky University, where he taught elementary and intermediate Spanish courses for Main Campus and the Glasgow Regional Center. During his three years at Western, he served as the coordinator of the Elementary Spanish section. He also instituted the first Foreign Language study abroad program at Glasgow Regional Center, taking students to Mérida, Yucatán (México). Prof. Jiménez-Arroyo is very interested in bringing the ACTFL guidelines into his teaching and in proficiency-oriented assessments that can really measure what students can do with the language they are learning. He is also very interested in finding effective ways to integrate culture into language classes.

Sandy Youmans (PhD) is an Adjunct Assistant Professor at the Faculty of Education, Queen’s University, with a demonstrated history of working in the higher education industry. She is skilled in lecturing, course development, instructional design, conference/workshop facilitation, active learning, educational research, program evaluation, academic writing, and technical writing. She holds Doctor of Philosophy (PhD) degree focused in Educational Psychology from Queen’s University.

Terry Kharyati is a former school principal with the Western Quebec District School Board and a Master’s of Education graduate from the Faculty of Education at Queen’s University. He is a recipient of 2014 Canada’s Outstanding Principals Award. He is currently a Secretary General/Director of Programs and Evaluation with the Western Quebec District School Board.

Thomas Falkenberg (PhD) is Professor and Associate Dean (Graduate Programs & Research) in the Faculty of Education. University of Manitoba. His current research focuses on sustainable well-being more generally and well-being and well-becoming in schools in particular.

Trista Hollweck is a Ph.D. candidate at the University of Ottawa studying mentoring, coaching and teacher induction and a consultant for the Western Quebec School Board’s Teacher Induction Program.