



**Research Forum on
Educator Wellbeing: Sharing
Diverse Perspectives and
Multiple Approaches**

**OCTOBER 24-25, 2024
KELOWNA, BC**



**THE UNIVERSITY
OF BRITISH COLUMBIA**



**UNIVERSITY OF
SASKATCHEWAN**



**Carleton
University**



Well at Work by EdCan is inviting all attendees at the
Research Forum on Educator Wellbeing to join our
K-12 Workplace Wellbeing Research Circle

Thursday October 24, 2024, 5:00-6:20pm

Join researchers and practitioners from across Canada to explore opportunities and possible directions for action research.

The EdCan Network launched the K-12 workplace wellbeing research circle to foster connection and community among Canadian K-12 workplace wellbeing researchers. Our goal is to create a safe, supportive space for researchers to gain insights from practitioners, share lessons learned and next steps in their research, incubate new research ideas, and identify opportunities for knowledge mobilization.

Explore opportunities for knowledge mobilization

Help us bridge the research-to-practice gap by sharing your research in an:

- Education Canada article
- Facts on Education fact sheet
- Research webinar
- Link to journal articles and reports in our monthly Bulletin

To learn more, please contact
Kathleen Lane, Executive Director, EdCan Network
klane@edcan.ca



BARK

BUILDING ACADEMIC RETENTION THROUGH K9S



***BUILDING ACADEMIC RETENTION THROUGH K9S
(B.A.R.K.) IS INVITING ALL EDUCATION FORUM
ATTENDEES TO OUR FRIDAY-EVENING DROP-IN
SESSION!***

***FRIDAY, OCTOBER 25TH
4:30-6:00PM***

***ENGINEERING, MANAGEMENT, AND
EDUCATION BUILDING, ROOM 1123
1137 ALUMNI AVENUE***



B.A.R.K. IS A CANINE-ASSISTED INTERVENTION RUN UNDER THE DIRECTION OF DR. JOHN TYLER BINFET AT THE UNIVERSITY OF BRITISH COLUMBIA, OKANAGAN CAMPUS.

B.A.R.K. BRINGS TOGETHER UNIVERSITY STUDENTS, FACULTY, AND STAFF WITH TRAINED THERAPY DOGS AND HANDLERS IN AN EFFORT TO REDUCE STRESS, COMBAT HOMESICKNESS, FOSTER INTERPERSONAL CONNECTIONS, AND PROMOTE OVERALL SOCIAL-EMOTIONAL WELL-BEING.

Editors

Benjamin Kutsyuruba (Queen's University)
Keith Walker (University of Saskatchewan)
Sabre Cherkowski (University of British Columbia)

Book Description

This handbook describes how wellbeing and resilience could be promoted for educators (aspiring and practicing teachers, teacher leaders, and school leaders) in school settings. It aims to highlight research on programs, approaches, and strategies aimed at promoting educator wellbeing, enhancing teacher and school leader resilience, and encouraging flourishing in schools through attention to appreciative, strengths-based, positive approaches to teaching, learning, and leading in education. This volume provides a repertoire of varied answers to how individuals and institutions can leverage what works well to instill in each community member a sense of their value and capacity to contribute to the wellbeing for all and create contexts of flourishing.

Topics of Interest

We invite contributions in two streams:

1. Descriptions of particular efforts, programs, initiatives, developments and/or innovations that are aimed at promoting wellbeing and resilience of educators in school settings.
2. Conceptually or empirically based analyses of research on wellbeing, flourishing, thriving, resilience, appreciative inquiry, positive leadership, strengths, virtues, ethics, etc. in schools.

Potential authors are most welcome to interact with editors to explore possibilities beyond the two categories (above), to gauge potential fit for this book. The anticipated chapters will be organized by the following focused sections:

- | | |
|--------------------------|------------------------|
| 1. Pre-Service Teachers | 4. Veteran Teachers |
| 2. Early Career Teachers | 5. School Leadership |
| 3. Mid-Career Teachers | 6. School Organization |

Process

Interested and attending authors may meet with editors at the [Research Forum on Educator Wellbeing](#) in Kelowna, October 24-25, 2024. Each prospective author (or co-authors) is invited to provide a one-page abstract of the proposed chapter (250-300 words), with basic description of purpose, emphasis, literature, themes, contribution). Please include an additional page with a brief biography (200-250 words) and relevant professional publications. All proposals should be sent as a single MS Word file of 2 pages to Dr. Benjamin Kutsyuruba (ben.kutsyuruba@queensu.ca) by **January 15, 2025**.

Authors of accepted proposals will be notified by **March 1, 2025** about the status of their submission and sent chapter guidelines. Full chapters, ranging from 7,000 to 8,000 words in Times New Roman 12, double spaced text, inclusive of title, abstract, manuscript, and references, should be submitted as a Microsoft Word email attachment by **June 30, 2025**. Manuscripts should conform to 7th edition APA style conventions. Graphics and images may be included. Each chapter will introduce the subject matter and context (background), describe the key elements, explain the contribution of program, practices, or understandings to this field of study and conclude with a summary of the significance of chapter to policy makers, practitioners, system and school leaders. Anticipated book publication is **Summer, 2026**.

Editors' Contact Information

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Time	Room 1	Room 2	Room 3
8:30am-9am	Breakfast		
9am-10am	Welcome and opening remarks		
10am-11:20am	<p><i>Chair: Dr. Karen Ragoonaden</i></p> <p>Growing Well-being for Rural Education Terry Taylor, Leyton Schnellert, and Karen Ragoonaden</p> <p>Indigenous Philosophies and Radical Decolonial Love as Pathways toward Improved Mental Health Lindsay Morcom and Jennifer Davis</p>	<p><i>Chair: Dr. Keith Walker</i></p> <p>"It's everyone's responsibility": Enhancing educator wellbeing through nurturing communities of wellbeing change and growth in Aotearoa New Zealand Suskya Goodall</p> <p>New to School Leadership: Thriving Through Uncertainty Selma Hageleit-Smith</p> <p>Voices of Teachers: Principal Influence on Teacher Wellbeing Sherri Humphrys and Kate Sys on</p>	<p><i>Chair: Dr. Tim Claypool</i></p> <p>Celebrating the Circle: Creating Community and Connection through Story Naomi Hazon and Constance Easton</p> <p>Cultivating Trauma-informed Spaces in Education to Support Educator Well-Being and Resilience Ida Gianvito and Nicole Johnson</p>
11:30am-12pm	Guest Speaker: Dr. Fei Wang "The Emperor has no clothes": Barriers to Psychological Safety of School Administrators		
12pm-12:50pm	Lunch		
1-1:30pm	Guest Speaker: Dr. Julia Mahfouz; Prioritizing Principal wellbeing for effective leadership: The prosocial leader model		
1:40pm-3pm	<p>Lightning Talks</p> <p><i>Chair: Dr. Sabre Cherkowski</i></p> <p>Table One: Stephen MacGregor & Sharon Friesen; Nicole Johnson, Gina Cherkowski & Demetra Mylnas.</p> <p>Table Two: Amanda Sheehan; Astrid Kendrick, Nadeen Halls, Patrick Hanlon; Gwen Nguyen</p> <p>Table Three: Andrew Harback, Hyne-Ju Huizenga & Benjamin Kutsyuruba; Charlie Naylor & Kathleen Lane; Benjamin Kutsyuruba & Haley Clark</p> <p>Table Four: Sonia Di Mauro, Jessie Rivest, Sheilina John, Elizabeth Macdonald, Desiree Marshall-Peer & Danielle Lamb</p> <p>Table Five: Nadia Clarke Cordick; Wei Yan; Robin Meltcafe</p>	<p><i>Chair: Dr. Jodi Basch</i></p> <p>Cultivating Compassionate Leadership: Innovative Approaches to Enhance Educator Wellbeing Lisa Baylis</p> <p>A Case For Returning To uch to the Classroom, wellness is at your fingertips Gilly Thomas</p>	<p><i>Chair: Dr. Keith Walker</i></p> <p>Enhancing Educator Wellbeing and Student Support: Utilizing a Faculty Mental Health Toolkit Lindsey Fiebig</p> <p>Nurturing Equity & Well-Being through Circles of Trust Vidya Shah and Shirley Giroux</p>
3pm-3:15pm	Break		
3:15pm-4:35pm	<p><i>Chair: Dr. Keith Walker</i></p> <p>He tangata, he tangata he tangata: It is the people, it is the people, it is the people: New Zealand Teacher wellbeing Fiona Humphries</p> <p>Exploring Compassion Fatigue and Burnout and Integrating HEARTcare Planning, a Way Forward for Wellbeing Astrid H Kendrick and Lisa M Everitt</p> <p>Investigating relationships with Universal Design for Learning and instructor wellbeing: A Community of Practice at the University of Waterloo Melissa Potwarka</p>	<p><i>Online Chair: Dr. Lorraine Godden</i></p> <p>A Regenerative Worldview: Resonance for the Well-Being of Faculty Bianca Briciu</p> <p>Faculty Voices: Understanding International Students' Experiences After COVID-19 Teresa Holden</p> <p>Are the Mental Health Programs of Philippine Higher Education Institutions Prepared for Disruptions like the Pandemic Allen Espinosa, Teresita T Rungduin, and Praksis A Miranda</p> <p>Discover the Secret to Building Unshakeable Self-Trust Today! Monique MacKinnon</p>	<p><i>Chair: Dr. Tim Claypool</i></p> <p>Using data to guide action: practical ways for school districts to improve psychological health and safety Charlie Naylor and Kathleen Lane</p> <p>Restoring Educator 'Suffering' and Collective Healing through Arts-based Narrative Métissage Giang Nguyen Hoang Le, Alana Hoare, Olubuko la Osuntade, Niksha Khurana, Himanshi, Somtochi Agbodike</p>
4:45pm-6:10pm	<p><i>Chair: Dr. Karen Ragoonaden</i></p> <p>Restoring Healthy Relationships in the School and Community Ayodeji Osiname and Jacqueline Kirk</p> <p>Storytelling smi?may Futurisms from the Digital Frontier. Challenging Colonial Narratives through a Digital Embodied Story Practice and Research-Creation. Mariel Belanger</p> <p>UBC's Arts Staff Choir: Wellbeing through Song Jennifer Suratos</p>	<p>K-12 Workplace Wellbeing Research Circle</p> <p><i>Chair: Dr. Sabre Cherkowski</i></p>	<p><i>Chair: Dr. Jodi Basch</i></p> <p>Who is the Self That Leads? Adrian Zuyderduyn and Jake Holmes</p> <p>A proposition for educators in BC: Adopting a feasible, acceptable, scalable professional development model for educator wellbeing that is yielding promising results across Mexico Amanda Sheehan and Leandro Chemicoff</p>
6:30pm-8pm	Dinner		

Time	Room 1	Room 2	Room 3
8:30am-9am	Breakfast		
9am-9:50am	Host Research Team Presentation		
10am-11:20am	<p><i>Chair: Dr. Karen Ragoonaden</i></p> <p>Mental Health in Schools: A Provincial Overview and a School Case Study Gina Cherkowski, Sharon Freisen, Stephen MacGregor, and Demetra Mylonas</p> <p>Understanding the Science of Stress and How it Applies to Teaching, Learning, and Leading in Schools Margaret Paxton</p>	<p><i>Chair: Dr. Tim Claypool</i></p> <p>Wellness Photography - Framing Perspectives for Conversation Alison Beaumont</p> <p>"The Needs are Endless": Educators' well-being, ability to meet students' needs, and intention to leave Laura Sokal and Leslie Eblie Trudel</p> <p>Prioritizing teacher well-being in teacher education programs Theodora Kapoyannis and Astrid Kedrick</p>	<p><i>Chair: Dr. Darlene Loland</i></p> <p>EMBODYING REGENERATIVE HOPE: Fostering Salutogenic Praxis with Educators through Somatic, Compassionate and Eco-Spiritual Pedagogies Danielle Denichaud</p> <p>Mentorship, Agency, and Wellbeing Noa Daniel</p>
11:30am-12pm	Guest Speakers: Drs. Ellen Hahn, Rhonda Wheeler, and Angela Adair; Mentoring and Wellbeing in Schools		
12pm-12:50pm	Lunch		
1pm-1:30pm	Guest Speaker: Kerri Murray and Dr. Shelly Russell-Mayhew; Teachers of Tomorrow, Today: Lessons Learned from Focusing on Wellbeing in Teacher Education Programs		
1:40pm-3pm	<p><i>Chair: Dr. Tim Claypool</i></p> <p>Teacher Wellness Through Land-Based Pedagogies: A Lesson Study Ariel Gilbert, Amanda Heinze, Julia Vickers, and Christine Ho Youngusband</p> <p>Dangling in the glimmer of hope: Academic action and the TRC Calls to Action Victoria Handford, Qing Tong Ye, and Suraia Islam</p>	<p><i>Online Chair: Dr. Ben Kutsyurba</i></p> <p>Educator Wellbeing in the Private Sector Garima Yadav</p> <p>The Rising Tides of Participatory Action Research: Supporting the Wellness of New Brunswick Vice Principals through Saturday Morning Seminars Lyle "Steamer" Hamm, Shari Smith-Ellis, Tina Cole, Katharine Hartnett, Andrea Garner, Zeinab Razavi, and Krysta Kinney</p> <p>Initial Insights: Conditions that Teachers Perceive to be Conducive to Flourishing in the Profession Amanda Lester</p> <p>A Coach's Journey: Realizing the Importance of Play in Collaborative Learning Communities Eva Eberts</p>	<p><i>Chair: Dr. Keith Walker</i></p> <p>Learning to be well in Educational Leadership Ash Singh</p> <p>Walking the School: Mapping School Climate and Teacher Well-being Auralia Brooke</p>
3pm-3:15pm	Break		
3:15pm-4:40pm	<p><i>Chair: Dr. Sabre Cherkowski</i></p> <p>An Institutional Ethnography on Principal and Vice Principal Psychological Safety: Dissertation Research in Progress Gail Markin</p> <p>Promoting teacher wellbeing among FSL teacher candidates through the development of a professional support network Josée Le Bouthillier and Melissa Dockrill Garrett</p> <p>Fuel your Body to Lead Carman Murray</p>	<p><i>Chair: Dr. Darlene Loland</i></p> <p>Effects of a Cohort Model on Student Wellbeing: Experiences of Educational Leaders in a Ph.D. Program Joseph Hernandez, Jennifer Lomas, Marissa Cisneros-Perez, Maricela Passmore, and Mariela A. Rodriguez</p> <p>Making the Impossible Possible: Neurosomatic Education for Empowered Self-Resourcing Erica Baker</p>	<p><i>Chair: Dr. Jodi Basch</i></p> <p>The critical role of resilience in flourishing of Canada's outstanding principal award recipients Benjamin Kutsyuruba, Nadia Arghash & Jodi Basch</p> <p>"So, the Principal Isn't Coming Back, Now What?" How to Navigate Unexpected Change in Stressful Times. Kimberlee Johnston</p> <p>Holistic Wellbeing Mary Redfearn</p>
4:45pm-5:15pm	Closing remarks		

THURSDAY

Room 1: 10:00am-11:20am | Chair: Dr. Karen Ragoonaden

Growing Well-being for Rural Education

Dr. Leyton Schnellert, Dr. Terry Taylor, and Dr. Karen Ragoonaden

Dr. Leyton Schnellert is an Associate Professor in UBC's Department of Curriculum & Pedagogy and Eleanor Rix Professor of Rural Teacher Education. His scholarship attends to how teachers and teaching and learners and learning can mindfully embrace student diversity and inclusive education. Dr. Schnellert's community-based collaborative work contributes a counterargument to top-down approaches that operate from deficit models, instead drawing from communities' funds of knowledge to build participatory, place-conscious, and culturally sustaining practices.

Dr. Terry Taylor is Lecturer and Pedagogical Lead for UBC's Rural and Remote Teacher Education program. A former BC Superintendent of Schools in an innovative rural district, she leads learning and system transformation through relational, inclusive, and decolonizing pedagogies. Her research interests lie in equity-oriented structures, pedagogies, and well-being.

Dr. Karen Ragoonaden is the Associate Dean of Teacher Education, Faculty of Education, UBC. She provides academic and operational leadership of the Bachelor of Education programs across multiple sites and delivery modes as well as diploma and certificate programs. Her publications and research interests lie in the area of teacher education and well-being, culturally responsive pedagogy and conceptions of teaching and learning.

Our interactive and experiential presentation examines how UBC's Rural and Remote Education (RRED) Teacher Education Program supports early career educators' well-being in hybrid learning environments using relational, inclusive, interactive, multi-modal, and accessible learning design and resources. RRED explicitly attends to equity, diversity, inclusion, and decolonization (EDID) in teacher education structures, curricula, and assessment by adhering to culturally relevant (Ladson-Billings, 1994), culturally responsive (Gay, 2000), and culturally sustaining (Paris, 2012) pedagogies and practices. Specific EDID structures and practices strive to advance educational opportunities for Indigenous, Racialized, Disabled, and LGBTQ+ teacher candidates by recognizing access to higher education as a social good for a better, more just, and equitable world.

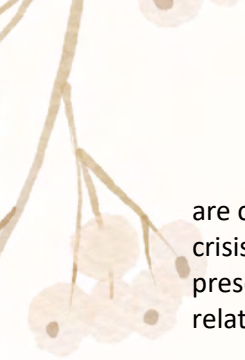
Indigenous Philosophies and Radical Decolonial Love as Pathways toward Improved Mental Health

Jennifer Davis and Lindsay Morcom

Jennifer Davis is a grandmother of 12 whose hope is that the education system in Canada will shift towards recognizing the sacred and learn from traditional Indigenous pedagogy, based on relationship and the Land. Presently she teaches in the Faculty of Education, Queens University, WISE masters program.

Lindsay Morcom is Associate Dean of Graduate Studies at Queens University. Her research interests include Indigenous Language revitalization and academic support for children diagnosed to have FASD. She believes that the practice of decolonial love is necessary in the academy.

Working in the academy we see firsthand that there is currently a crisis in educators' mental health. We believe that concepts of wellness embedded in Indigenous philosophies from the Nations to which we



are connected, along with the concept of Radical Decolonial Love, offer wisdom to help us counter this crisis and contribute to the wellness of ourselves and our colleagues. During this session, we will present our understandings of perspectives on wellness from an Anishinaabe point of view through relationship and story-telling.

Room 2: 10:00am-11:20am | Chair: Dr. Keith Walker

“It’s everyone’s responsibility”: Enhancing educator wellbeing through nurturing communities of wellbeing change and growth in Aotearoa New Zealand

Suskya Goodall

Suskya Goodall is a doctoral candidate at Te Herenga Waka focusing on actively enhancing wellbeing in educational institutions of New Zealand. Her background as a school leader supports her involvement with initial teacher education, research fellow work, various committees and leads the ‘Doctoral Wellbeing and Growth Project’.

Wellbeing promotion holds the potential to positively enhance the lives of people and our communities. Seeking to enhance educator wellbeing, this session shares mixed methods research involving teachers and leaders (N=735) from indigenous, early childhood, primary, and secondary educational settings in New Zealand. The research is anchored in Appreciative Inquiry, Positive Education, Asset-Based Community Development and Complexity Thinking. While educators were 5.3 times more likely to not have work-life balance than the general population, they also experienced wellbeing as holistic, interdependent and as individual | collective. This session invites conversations around wellbeing promotion as strengths-based, context-specific and community-inclusive.

New to School Leadership: Thriving Through Uncertainty

Dr. Selma Smith

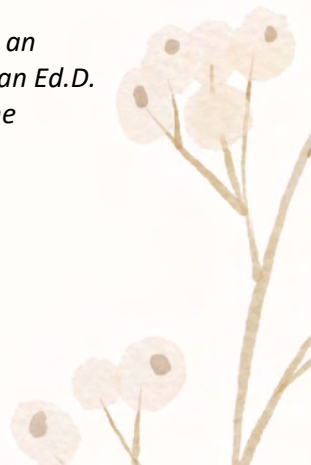
Dr. Selma Hageleit-Smith (she/her) has just over 25 years of experience leading and learning in K-12. Currently, she is the Director of Instruction of Continuous Learning and Safe Schools with the Surrey School District. Since the beginning of her career as an educator, she has passionately supported student and educator well-being in all of her roles.


In this session, Selma will share highlights of her doctoral study of new school leaders in British Columbia who began during the COVID-19 pandemic. Although, years later, uncertainty, complexity and ambiguity are still present in many educational contexts, there are some strategies that have helped school leaders lead through challenging times. The positives of learning how to foster resilience, build a network of support, and advancing equity of opportunities for children and youth will be discussed.

Voices of Teachers: Principal Influence on Teacher Wellbeing

Dr. Sherri Humphrys and Dr. Kate Syson

Sherri Humphrys has 32 years of service in Alberta's public education system. She specialized as an elementary and special education teacher before transitioning to educational leadership. With an Ed.D. in Educational Leadership, her research focused on principal influence on teacher well-being. She currently serves as principal at a K-9 school.





Kate Syson, with 17 years in public education and a year running her own counselling business, brings extensive administrative experience across school settings. A recent doctoral graduate, her dissertation focused on strategies for enhancing teacher wellness. Passionate about education, she believes teacher well-being is key to student success.

This presentation combines research from two studies exploring teacher perceptions of the impact of principal leadership on teacher wellbeing. Findings suggest that principals' behaviours significantly influence teachers' emotional, social, intellectual, and environmental wellness. Effective leadership practices foster a cohesive school community, collegial relationships, and a focus on students. The study offers practical implications for principal development and systemic changes to support teacher well-being and improve organizational outcomes.

Room 3: 10:00am-11:20am | Chair: Dr Tm Claypool
Celebrating the Circle: Creating Community and Connection through Story
Naomi Hazon and Constance Easton

Naomi Hazon is a principal with the Richmond School District. She is committed to creating inclusive learning environments, strengthening family engagement and fostering inquiry-based learning. She values educator wellbeing and believes compassionate systems contribute to helping all learners cross the stage with dignity, purpose and options.

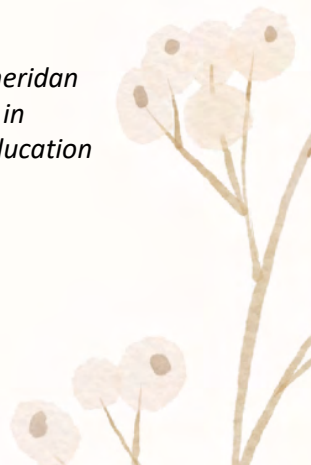
Constance Easton is the Coordinator for Mental Health, Social Emotional Learning and Counselling at the Richmond School District. She is a passionate advocate for mental health, social emotional learning for students and educators, and trauma informed practice in schools which forms the foundation of compassionate learning communities and classrooms for all learners.

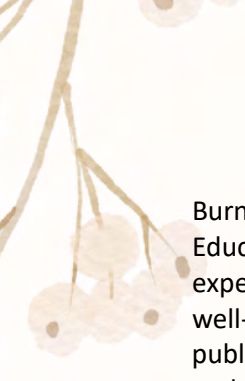
Stories are powerful. The creation of our story, and how we share it, has the potential to transform our personal mindsets and the mindsets of those we are in contact with (Fox, 2017). With a focus on faculty wellness through story sharing, both informal and formal, we created opportunities for staff to reflect, grow, listen to and learn from each other and this allowed for a shared narrative leading to a greater sense of connectedness and commitment. Join us as we share practical examples demonstrating that creating community through story sharing can lead to enhanced faculty wellness, belonging and teacher efficacy.

Cultivating Trauma-Informed Spaces in Education to Support Educator Well-Being and Resilience
Ida Gianvito and Nicole Johnson

Ida Gianvito (she/her), M.Ed. RP. C.C.C. Ida is a Registered Psychotherapist with CRPO and has been a Counsellor in Wellness and Counselling Services at Sheridan College (Toronto) for over 16 years. She has worked in the field of gender-based violence for 16 years in community settings as an individual and group counsellor, researcher and coordinator.

Nicole Johnson (she/her), M.Ed has been a Professor in the Social Service Worker Program at Sheridan College (Toronto) for 15 years and has several decades of experience in the anti-violence sector in Ontario and New York City. She has conducted several research projects on trauma informed education and wellness in post-secondary education.





Burnout, compassion fatigue, empathic distress, vicarious trauma are realities in the education sector. Educators are diversely impacted by bearing witness to students' stories, while managing their own lived experiences of trauma, oppression, and inequities. This session will ground conversations on educator well-being and resilience from a trauma-informed perspective. Drawing from our research study and the published "Cultivating Trauma Informed Spaces in Education Promising Practices Manual", strategies and recommendations will be shared to enhance educators individual and collective well-being and resilience. The goal is to support a movement of healing and systemic change in education recognizing the important work of educators.

Room 1: 11:30am-12:00pm

"The Emperor Has No Clothes": Overcoming Invisible Barriers to Psychological Safety of School

Administrators

Dr. Fei Wang

Dr. Fei Wang is an associate professor at the Faculty of Education, the University of British Columbia (UBC). His research focuses on school leadership and administration, policy studies, international and comparative education, and social justice and diversity in schools. His current research involves six interrelated areas: a) school principals' work intensification and health and well-being; b) psychological safety of school principals; c) principals' strategic leadership through the philosophical teachings of The Art of War; d) subversive leadership; e) leadership and administration in cross-cultural contexts (e.g., offshore schools); f) leadership for culturally responsive pedagogy and decolonization.

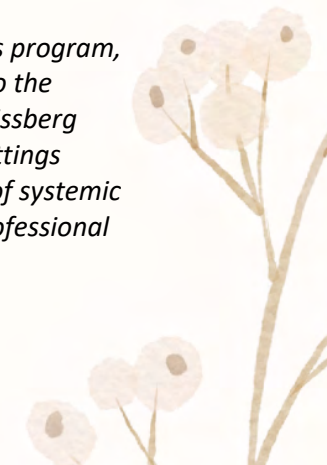
School administrators are working in a hierarchical system marked by increasingly complex interpersonal interactions and relationships, compounded by myriad social and political factors that are beyond their control. When, how and with whom they feel comfortable to speak up or speak out often come with significant implications for themselves and their organizations. How comfortable school administrators feel when navigating such complexities reflects their level of psychological safety at work. This survey research investigates school administrators' psychological safety amid intensified work conditions during the pandemic and provides research evidence to help build a psychologically safe work environment for principals and vice-principals in British Columbia (BC). This survey research builds on the principal investigator's previous research on school leadership and The Art of War, focusing on the psychological safety issues school administrators face as they work to strategically lead their school communities. The research results show that there is an urgent need to cultivate a climate of psychological safety that invites open communication, risk taking, and creative decision-making among school leaders – a climate in which school leaders feel psychologically safe to say "the emperor has no clothes."

Room 1: 1:00pm-1:30pm

Prioritizing Principal wellbeing for effective leadership: The prosocial leader model

Dr. Julia Mahfouz

Julia Mahfouz, Ph.D., is an associate professor in the Leadership for Educational Organizations program, School of Education and Human Development at the University of Colorado-Denver. She is also the director of the Prosocial Leader Lab. She is one of the inaugural cohort members of CASEL Weissberg scholars. Her research explores the social, emotional, and cultural dynamics of educational settings placing specific emphasis on Adult SEL, specifically school administrators and the integration of systemic SEL into principal preparation programs. She also investigated how preparation programs, professional



development, and certification standards can be strengthened to enhance effective leadership by supporting principals to deepen their social and emotional competencies.

Her research has been published in journals such as Journal of Educational Administration, Educational Management Administration and Leadership, International Journal of Leadership in Education, Education and Urban Society, Mindfulness, College Student Affairs Journal, and in practitioner outlets such as The Learning Professional and Education Canada. She is currently (2023-2024) the program chair of International Studies SIG, and the outgoing-chair of Leadership for School Improvement SIG under American Educational Research Association (AERA). She is also one of the co-editors of book series, Educational Policy and Leadership in the Middle East and North Africa. Her co-edited book, titled, Supporting Leaders for School Improvement through Self-Care and Wellbeing will be out in 2023.

Dr. Mahfouz will introduce leadership that is anchored in the five core competencies of SEL as defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL): self-awareness, social awareness, responsible decision making, self-management, and relationship skills (Mahoney et al., 2021; Weissberg et al., 2015). She will first describe the importance of SECs in helping principals to effectively manage the demands of their roles, mitigate stress and burnout, and cultivate leadership skills that foster positive school interactions and relationships. She will present the current models of principal capacities and competencies. Finally, she will discuss evidence-informed professional learning programs that attend to principals' SECs and highlight key takeaways on how SECs are important for effective principal leadership.

Room 1: 1:40pm-3:00pm – Lightning Talks | Chair: Dr. Sabre Cherkowski

Table One: Stephen MacGregor, Sharon Friesen, Nicole Johnson, Gina Cherkowski, and Demetra Mylonas

Table Two: Amanda Sheehan, Astrid Kendrick, Nadeen Halls, Patrick Hanlon, and Gwen Nguyen

Table Three: Andrew Harback, Hyne-Ju Huizenga, Benjamin Kutsyuruba, Charlie Naylor, Kathleen Lane and Haley Clark

Table Four: Sonia Di Maulo, Jessie Rivest, Sheilina John, Elizabeth Macdonald, Desiree Marshall-Peer, and Danielle Lamb

Table Five: Nadia Clarke Cordick, Wei Yan, and Robin Metcalfe


TABLE ONE

Navigating the (Un)intended Impacts of Multi-Tiered Mental Health Support Systems on Educator Wellbeing

Stephen MacGregor, Sharon Friesen, and Jennifer Turner

Dr. Stephen MacGregor is an Assistant Professor of Leadership, Policy, and Governance at the University of Calgary's Werklund School of Education. Dr. MacGregor's research centers on knowledge mobilization as a mechanism to promote school improvement and systems change, with an emphasis on leadership practices for increasingly complex educational environments.

Dr. Sharon Friesen is a Professor at the Werklund School of Education at the University of Calgary. Her research interests include the ways in which K-12 educational structures, leadership, teaching, and learning need to be redesigned to meet the demands of contemporary society. She draws upon and contributes to the fields of the learning sciences and educational leadership to study: (i) design-based professional learning, (ii) school and district leadership, (iii) educational reform, and (iv) research-practice partnerships.



Dr. Jennifer Turner is the Superintendent of School Improvement, Areas 5, 6, and 7, for the Calgary Board of Education. She has been a Registered Psychologist in Alberta and British Columbia's K-12 school systems for over 15 years.

This paper explores the intended and unintended impacts of multi-tiered systems of support (MTSS) for student mental health on educator wellbeing. Using data from 60 school authorities in Alberta, we examine how different implementation mechanisms (i.e., competency, leadership, and organizational drivers) influence these impacts. Our analysis reveals both positive outcomes and challenges, including educator confusion, role duplication, secondary trauma, and burnout. These findings highlight the need for systems that are equipped both to support student mental health and to protect educator wellbeing. This study offers valuable insights for school and system leaders aiming to improve MTSS implementation in schools.

Cultivating Individual and Collective Wellness in Teaching and Learning Spaces

Nicole Johnson

Nicole Johnson (she/her), M.Ed has been a Professor in the Social Service Worker Program at Sheridan College (Toronto) for 15 years and has several decades of experience in the anti-violence sector in Ontario and New York City. She has conducted several research projects on trauma informed education and wellness in post-secondary education.

The Lightning Talk will highlight our 2024 research study and published “Cultivating Individual and Collective Wellness in Teaching and Learning Spaces: A Holistic Toolkit”, which provides evidence-based wellness strategies and recommendations; and an analysis of wellness that is political, anti-colonial, anti-racist, anti-oppressive, and trauma informed. We invite educators to join us in a call to action to make a commitment to support individual and collective resilience and well-being; to support greater balance, vitality, harmony, and wellness in all aspects of life; and to advocate for structural changes to the systems that create individual and collective unwellness.

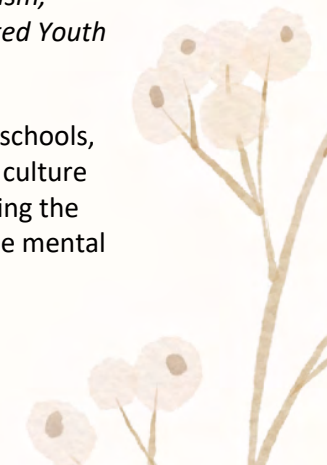
Building Protective Factors for Mental Health in Students K-8: The Use of Social Emotional Learning as a Preventative Measure of Mental Illness

Gina Cherkowski and Demetra Mylonas

Dr. Gina Cherkowski is the Executive Director of Research and Development at Headwater Learning Foundation. Gina, a Social Justice Researcher and Activist, holds a double-cognate PhD in Mathematics Education and Culture Studies. Current areas of research include Mental Health, Neurodiversity, Identity and Belonging.

Demetra Mylonas is a researcher at Calgary Academy currently participating in the Alberta Mental Health in Schools pilot project. Demetra has held several research positions in the fields of autism, behavioral and psychoeducational assessment, and post-partum depression and is an accredited Youth Mental Health Specialist.

This presentation outlines the systematic integration of a research-based SEL curriculum into schools, covering training, support, implementation, and the infusion of SEL and wellbeing into school culture and the community. It highlights methodologies, best practices, and initial findings, emphasizing the need for strong leadership to ensure sustainable SEL adoption. The presentation addresses the mental



health crisis affecting youth and teachers and aims to foster greater collaboration between research, policy, and practice for long-term impact on school wellbeing and student success.

TABLE TWO

Evaluating the impact of a skills-based training model for educator wellbeing from teachers' and parents' perspectives

Amanda Sheehan

Amanda Sheehan has a Master's of Science in Educational Psychology from the University of Wisconsin-Madison. She has studied emotional regulation and attention development techniques since 2015 and has extensive international experience collaborating with multidisciplinary teams on initiatives to promote community development and wellbeing.

Research suggests that equipping educators with tools and strategies to promote and safeguard their own wellbeing in the face of adversity is a crucial component of fostering a healthy school climate and contributing to students' socio-emotional development and their academic success at school. However, mounting evidence suggests that educators across BC are struggling to cope with unmanageable workloads and diminishing resources in their classrooms. How are educators being prepared to teach skills for wellbeing in an environment where they are not thriving themselves? This presentation shares results from a qualitative study of a whole-school wellbeing program that puts educators first.

Getting Outside for Professional Learning: Lessons from our HEARTcare Walk and Learn

Astrid H. Kendrick, Nadeen Halls, and Patrick Hanlon

Dr. Astrid Kendrick is an assistant professor and the director of field experience for the community-based pathway in the Werklund School of Education at the University of Calgary. Prior to her work at the university, Astrid was a classroom teacher specializing in Physical Education and English Language Arts. Nadeen Halls is a K-6 health and physical education teacher with the Calgary Board of Education. Patrick Hanlon is an emerging scholar and teaching and learning facilitator with the Werklund School of Education.

For the past year, Astrid Kendrick and Nadeen Halls have been running a series of professional learning walks in a local conservation area for teachers, support staff, and school leaders. This talk will highlight some of the opportunities related to environmental interventions for wellbeing and will introduce our new podcast series based on the HEARTcare Walk and Learn.

Cultivating Educator Digital Wellbeing with the PERMA Framework

Gwen Nguyen

Gwen Nguyen (she/her) is an advisor for the learning and teaching team at BCcampus. Prior to joining BCcampus, Gwen worked as a learning experience designer at the University of Victoria, where she provided support to educators in developing and delivering courses across various modalities including face-to-face, hybrid, and online formats. Her professional background also includes experience as a university lecturer and researcher at both the University of Victoria and the Kanazawa Institute of Technology in Japan. Gwen holds a PhD in education studies from the University of Victoria and a Master of Arts in applied linguistics from Saint Michael's College. Her research interests include poetry inquiry as a reflection practice in education, digital pedagogies in higher education, and participatory action research. Recently, Gwen has developed a keen interest in exploring pedagogical strategies that ethically

and creatively integrate AI into teaching and learning environments.

As educators, it is essential not only to use technology purposefully to enhance our own well-being but also to act as role models for our students. This workshop aims to deepen our understanding and practical application of digital wellness in the educational context.

During the session, we will: Explore the topic of digital well-being in higher education; Consider how the PERMA framework, which focuses on Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment, can be utilized to enhance well-being among educators; Discuss and create actionable strategies to weave PERMA principles into everyday teaching practices, fostering a healthier, more balanced digital engagement.

TABLE THREE

Wellbeing Practices, Rhythms, and Commitments: Perspectives from Early Career Teachers in British Columbia, Canada

Andrew Harback, Hyne-Ju Huizenga, and Benjamin Kutsyuruba

Andrew Harback has a decade of experience in private and public schools throughout British Columbia's Fraser Valley with multilingual students through specialist instruction as an English Language Learner Teacher in Langley, BC. He received MA in Educational Leadership from Trinity Western University, and his research focus is on teacher wellbeing.

Hyne-Ju Huizenga is a professor at Trinity Western University with expertise on sustainability and growth for education institutions. She has collaborated on resilience and strengths-based approaches with institutions in Asia, Africa, and America, as well as with her students on leadership and education studies on teacher flourishing and wellbeing.


Benjamin Kutsyuruba is a Professor in Educational Policy, Leadership, and School Law in the Faculty of Education at Queen's University, also serving as Associate Director of Social Program Evaluation Group (SPEG). His current research projects focus on positive leadership, flourishing in schools, educator wellbeing, and teacher induction, mentoring in international settings.

Seligman's (2011) five pillars of well-being: positive emotions, engagement, positive relationships, meaning, and accomplishment, known as the PERMA theory of wellbeing, can address teacher burnout. The PERMA related practices, rhythms, and commitments of teachers in British Columbia were studied to find those most influential in contributing to their wellbeing. Content analysis of teacher perspectives revealed an emphasis on actions related to three key themes: the power of relationships, practicing gratitude through reflection, and intentionality surrounding time investment and allocation. The study offers implications for teacher flourishing, describing a variety of practices, rhythms, and commitments beneficial for educators' pursuit of wellbeing.

Well at Work: a thoughtful, systemic approach to promoting K-12 workplace wellbeing

Charlie Naylor, Advisor 'Well at Work' ; and Kathleen Lane, Executive Director, Well at Work

Charlie Naylor, PhD, Well at Work Advisor - Charlie has researched and written extensively about workplace wellbeing in K-12 education, including approaches that involve leadership, management, and unions. Charlie taught in the UK and Australia and served as the Senior Researcher at the British Columbia Teachers' Federation (BCTF).



Kathleen Lane, Executive Director, EdCan Network - Kathleen studied population health before earning her Master of Business Administration. She presented findings from her research into teaching practices that support student learning and wellbeing at the International Conference for Health Promoting Universities and Colleges. In recent years, she has focused on building management and leadership capacity to support healthy and productive workplaces.

Since 2022, Well at Work Advisors have been working alongside Canadian school districts to develop and implement thoughtful, systemic approaches to K-12 workplace wellbeing. This lightning talk will showcase our data-driven approach to generating context-specific strategies for fostering workplace wellbeing. Drawing on qualitative and quantitative data, we will highlight common themes we are seeing in school districts across Canada.

Mentoring for Wellbeing of Pre-service Teachers in Canada

Haley Clark and Benjamin Kutsyuruba

Haley Clark is currently a PhD student in the Faculty of Education, Queen's University at Kingston, Ontario. She completed her Bachelor of Arts in Criminal Justice and Public Policy with a minor in Family and Child Studies from the University of Guelph. Haley completed her Master of Arts in Sociology at the University of Guelph. Her research focuses on the experiences of students with disabilities and systemic ableism in an Ontario context. Haley's background more broadly is in public policy, the sociology of education, and critical disability studies.

Benjamin Kutsyuruba is a Professor in Educational Policy, Leadership, and School Law in the Faculty of Education at Queen's University, also serving as Associate Director of Social Program Evaluation Group (SPEG). His current research projects focus on positive leadership, flourishing in schools, educator wellbeing, and teacher induction, mentoring in international settings.

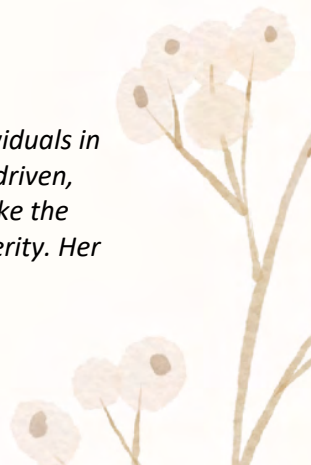
The well-being of in-service and pre-service teachers has been a large concern across the world the last few decades. As the discussion on wellbeing and teacher retention grows, it is crucial to examine the role of mentorship for pre-service teachers and the types of mentorship they are receiving to support the various aspects of wellbeing. While examining the nine dimensions of wellbeing for pre-service teachers across Canada, this study explores the multifaceted role of mentorship in shaping the wellbeing of pre-service teachers, drawing on aspects of social, emotional, cultural, spiritual, and occupational wellbeing. Through the perspectives of participants in teacher education programs from across Canada, the research highlights how mentorship—both formal and informal—from associate teachers, professors, peers, and student societies influences social, emotional, spiritual, cultural, and occupational wellbeing. Overall, this study emphasizes the significance of mentorship in the holistic development of pre-service teachers, demonstrating its impact on their views of the teaching profession and their overall wellbeing as emerging educators.

TABLE FOUR

From Overwhelm to Empowered: Educators, Live Your Legacy

Sonia Di Maulo

Sonia Di Maulo, MA, CRP, Part-Time Faculty, and Founder, Harvest Performance, prepares individuals in educational institutions to bring their visions to life. Sonia is passionate about living a purpose-driven, human-focused, and joyful life. She is the creator of the award-winning leadership program, Take the Leap! Make an Impact, which helps emerging leaders ground themselves in purpose and prosperity. Her



passion for education and learning has led her to create a Train-the-Trainer program and lead educators globally to improve their skills, knowledge, and well-being. In 2011, she took on a role as a part-time professor, teaching courses in organizational behaviour, communication, innovation, and leadership. In addition to her professional accomplishments, she is also a proud Montrealer and family-oriented. She believes that solid leadership and effective communication are key to achieving success and strives to perfect these in every project that she undertakes. Learn more: www.theleap.ca.

Educators have a love of learning. They also have a need. "The average person will change careers 5-7 times during their working life. Approximately 30% of the total workforce will now change jobs every 12 months." Source: the U.S. Department of Labor (2024). How can we support this upskilling while also supporting educator well-being, confidence, and clarity? Learners want to better understand how their academic investment will help them achieve their goals and use their skills and strengths to make the world a better place. Educators lead this mandate. Join this Lightning Talk to learn about the award-winning Take the Leap! Method. Using data-driven short cases and stories, you will discover how students, educators, administrators and professionals discover, create and breathe life into their unique living legacies and emerge confident, with increased clarity, and well-being. The approach combines storytelling, systems thinking, community-based support and positive education and can supplement any course of study. Take the Leap! brings balance: a mix of academics, well-being and character development.

Yintegration

Jessie Rivest

With an innate attraction to the unconventional, Jessie completed a BMus at York University and a postgraduate degree in Arts Administration at Humber College. She explored Jungian psychology and performance art, eventually settling in Kelowna. As a certified Leadership Coach, she helps clients find inner and outer harmony.

"Yintegration" is a one-person performance art piece that combines sound, movement, and narrative to explore the transformative integration of Yin and Yang. This dynamic show embodies the journey of balancing extremes and harnessing the power of multiplicity to overcome life's challenges. Through extrapolations of ordinary everyday scenarios, the performance illustrates how Yin, as the catalyst and leader of change, guides the process of harmonizing with Yang, which provides supportive structure and direction.

Weaving Wellness into Education; shared stories from a multi-year research project.

Sheilina John, Dr. Danielle Lamb, Elizabeth MacDonald, and Desiree Marshall-Peer

Sheilina Jane John (Yakoliwi yo) is currently in her final year of her Bachelor's in arts, majoring in Indigenous studies and minoring in fine arts at UBCO. Sheilina is a member of the Oneida Nation of the Thame and currently living and studying on Unceded Syilx territory. She has been a part of the SSHRC funded project Co-curricular Making; Honouring Indigenous Connection to Land, Culture and The Relational Self as an Undergraduate research assistant.

Danielle Lamb is a settler of Finish-Scottish-English roots, born and raised in the unceded territory of the Syilx Okanagan Peoples, she is also a daughter, sister, auntie, and mother. Danielle is passionate about learning, education, and research. She is currently the Project Manager for the SSHRC funded Co-

Curricular Marking: Honouring Indigenous Connections to Land, Culture, and the Relational Self, and the Program Manager for the UBC Okanagan EdD.

Elizabeth MacDonald (B.A) is currently a Teacher Candidate in the Bachelor of Education program at UBCO. Elizabeth has mixed settler-Indigenous heritage. She was born, raised and is currently studying on the traditional and unceded territory of the Syilx Okanagan Peoples. Elizabeth is an Undergraduate Research Assistant on the SSHRC funded project Co-Curricular Making: Honouring Indigenous Connections to Land, Culture and the Relational Self.

Desiree Marshall-Peer (EdD Candidate, MA, BSC) is a Cree-Ojibway educator focusing on re-envisioning the British Columbia education system in innovative ways. Desiree has been teaching for over 25 years in a variety of context in K-12 and university settings. She works with school districts on many projects, including STEAM, competency based assessment, and Indigenous Ways of Knowing. Desiree has several years' experience with the BC Ministry of Education renewed math curriculum, graduation transformations, and assessment. She also works with FNEESC as a curriculum developer and presenter. She is currently working at Langara College as an Indigenous curriculum Specialist Consultant, focusing on un-colonizing systems and practices. Desiree is pursuing her EdD in assisting non-Indigenous educators in Indigenizing their curriculum and pedagogy.

We are part of a multi-year SSHRC Partnership project: Co-curricular Making: Honouring Indigenous Connection to Culture, Land and the Relational Self. This project works with multiple partner organizations with the intent of co-responding to the Truth and Reconciliation Calls to Action by un-colonizing/indigenizing the classroom. We started by healing the relationship between education and the local community, centering on wellness and safety. Entering the final year of the project, recognizing and accommodating the inter-relational components between the different facets of our project, we witnessed how wellness interweaves in and out of our research project as a whole.


TABLE FIVE

Black Radical Imagination: Afrofuturism and Educator Wellness

Nadia Clarke Cordick

Nadia Clarke is an educator and holistic fitness trainer, frequently featured on CTV's The Social, and is a plant-based ultramarathon runner. She possesses a comprehensive background in holistic health and wellness, holding a Bachelor of Arts, Bachelor of Education, and Master of Arts in Social Justice, with a research focus on Black women's wellness. She also has various fitness certifications. Currently, Nadia teaches in the Kinesiology department at the University of Guelph-Humber and is pursuing a Ph.D. in Education. Her doctoral research investigates the efficacy of redesigning curricula to prioritize culturally inclusive and anti-racist educational programs, with a particular emphasis on nature-based pedagogy. Her primary objective is to explore how these pedagogical approaches can serve as tools for decolonial resistance, enhancing the well-being of racially marginalized students across a range of educational settings, from early childhood to higher education.

This research examines Afrofuturism as a transformative framework that envisions the future through a Black cultural lens. It specifically focuses on the well-being of Black educators, drawing on recent scholarship. This approach not only celebrates Black experiences and identities but also addresses historical and contemporary marginalization in schools. It critically explores the implications of Afrofuturism for the collective wellness of Black educators, emphasizing the intersections of race,



gender, and power. By examining these dimensions, this study underscores Afrofuturism's potential to inspire a more equitable and affirming educational environment for Black educators.

A Balanced Approach to Canadian Teachers' Mental Health Literacy and Subjective Wellbeing

Glenda Christou and Wei Yan

Dr. Wei Yan is a Learning and Faculty Development Coordinator at the Centre for Excellence in Learning and Teaching at Thompson Rivers University. His recent work focuses on the impact of assessment on student success, inclusive education for linguistically and culturally diverse learners, and promoting EDI and anti-racism literacy.

To support all students in the classroom effectively, we need to consider not only Canadian educators' mental health literacy and social-emotional learning beliefs but also their sense of well-being (Kutcher et al., 2016; Kyriacou, 2001; Renshaw et al., 2015). A survey has been developed to assess teachers' mental health literacy, social emotional learning beliefs, and their subjective wellbeing, which includes their teaching efficacy and school connectedness (Renshaw et al., 2015). Educators from across Canada, including preservice, in-service, and retired teachers, will be invited to complete the anonymous online survey.

Applications of Disability Justice in pedagogy and educator wellbeing: Thinking with the potential of the Accessible BC Act

Robin Metcalfe and Rachele Hole

Robin Metcalfe is completing a PhD at UBC Okanagan and supporting research projects with the UBC Canadian Institute for Inclusion and Citizenship, Canada's only university-based research centre with a dedicated focus on social policy and issues concerned with the full inclusion and citizenship of people with intellectual and developmental disabilities. An area of Robin's focus is the new BC accessibility law.

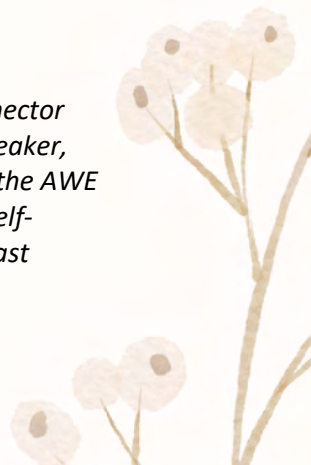
This presentation will briefly share questions posed and approaches explored in a graduate studies classroom and in graduate student supervision for centring wellbeing and relational learning, and mitigating access barriers potentially affected by intersecting forms of discrimination. Aimi Hamraie's concept of "critical access" (2017) brings "methodologies, epistemologies, and political commitments of accessibility from the perspectives of Disability Justice" into conversation with accommodations process and possibilities. Arseli Dokumaci's concept of "activist affordances" (2023) and, more broadly, the Critical Disability Studies concept of "disability as method" (Kim 2017; Schalk, 2017; Dokumaci, 2018; Erevelles et al., 2019), reflect the innovations and improvisations generated by intersectionality and disability to produce access and activist outcomes for wellbeing.


Room 2: 1:40pm-3:00pm | Chair: Dr. Jodie Basch

Self-Compassion: The Cornerstone of Educator Well-being

Lisa Baylis

Lisa Baylis has been sharing well-being strategies for the last twenty years. A natural-born connector with an innate ability to make people feel valued and heard, she is a teacher, a counsellor, a speaker, and a mother. Lisa is a published author of "Self-Compassion for Educators" and the creator of the AWE Method—Awakening the Wellbeing for Educators—which merges self-care, mindfulness, and self-compassion. As a teacher and leader, Lisa has taught internationally and locally. Much of her vast





teaching experience was gained in classrooms across British Columbia as a school counsellor. She is a doctoral student at UBCO while working as the Education Director for the Center for Mindful Self-Compassion, a non-profit organization created by Drs. Kristin Neff and Chris Germer to spread self-compassion around the world.

This interactive session at the Educator Wellbeing Forum will explore the vital role of self-compassion in enhancing educator well-being and effective leadership. Attendees will engage in hands-on activities and discussions to understand self-compassion's significance, learn innovative integration methods, and confront common barriers. Through mindfulness exercises, compassionate letter writing, and collaborative dialogue, participants will gain actionable strategies for fostering self-compassion in their daily practices. By cultivating this essential foundation, educators can improve resilience, reduce burnout, and create a more compassionate school environment, ultimately benefiting both educators and their students.

A Case For Returning Touch to the Classroom, wellness is at your fingertips

Gilly Thomas CRS, BEd, BA

Gilly Thomas, expert on touch and wellness. Teacher for 7 years, then body-mind therapist and workshop facilitator for 25 years. Gilly developed a two-year program, Somatic Affective Talk and Touch, to incorporate touch into professional therapies. Her extensive experience makes her knowledgeable in integrating present touch in educator wellness.

Wellness is at the tip of your fingers. A multi-study review determines the benefits of touch on human physiology, mental health, and communication. Touch is an effective way to reduce stress, depression and anxiety and to enhance team building. "Present touch" incorporates empathy and compassion and can be learnt and employed in appropriate situations through a new definition of the use of touch in schools. Teachers will learn about present touch and how to use it as a communication tool in the classroom and staffroom to increase a sense of wellbeing on individual and organizational levels.

Room 3: 1:40pm-3:00pm | Dr. Keith Walker

Enhancing Educator Wellbeing and Student Support: Utilizing a Faculty Mental Health Toolkit

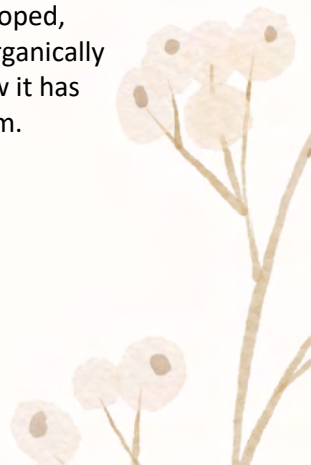
Lindsey Fiebig MSc. Registered Psychologist

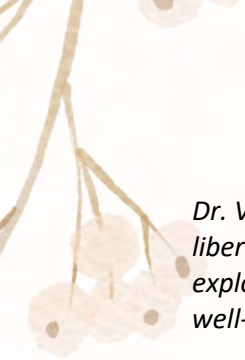
Lindsey Fiebig is a Registered Psychologist and Counsellor Chair at Bow Valley College (BVC) and has served BVC's diverse college population for over 18 years. She advocates for creating safer spaces for learning, breaking down barriers to mental health awareness on and off campus; works from an anti-oppressive lens, and consistently learning and moving towards a decolonizing stance in her practice.

During the pandemic, educator concerns about student mental health surged, with faculty feeling unprepared to offer appropriate support or make referrals. At the same time, instructors' own mental wellbeing was declining. To address these challenges, a faculty mental health toolkit was developed, providing guidance to our faculty. Join us in exploring the evolution of this toolkit, which has organically developed over the years to better support both student and educator wellbeing. Discover how it has become a vital resource for fostering mental health, community, and resilience in the classroom.

Nurturing Equity & Well-Being through Circles of Trust

Dr. Vidya Shah & Dr. Shirley Giroux





Dr. Vidya Shah is an educator, scholar, and activist committed to equity and racial justice in the service of liberatory education. An Associate Professor at York University (Faculty of Education), her research explores anti-racist and decolonial approaches to leadership and educational barriers to the success and well-being of racialized students.

Dr. Shirley Giroux, RCC-ACS, is a school counsellor, UNBC lecturer, and practice coach with the BCCH School Health Promotion Team. Her research and activism focuses on connecting teachers to spaces where they can collectively support the emotional and relational aspects of teaching. Vidya and Shirley are Circle of Trust facilitators.

This interactive session will focus on Circles of Trust (Palmer, 2004), which is a promising model for supporting educator well-being while also helping support shifts in presence and practice that challenge the status quo and support social and ecological justice. In this session, participants will explore the rationale for the use of teacher peer-support groups—Circles of Trust, in particular—and how they benefit educators’ well-being and their embodiment of equity and anti-oppressive learning and practice through the deep individual and interpersonal witnessing that is necessary for both educator well-being and systemic change.

Room 1: 3:15pm-4:35pm | Dr. Keith Walker

He tangata, he tangata he tangata: It is the people, it is the people, it is the people: New Zealand Teacher wellbeing

Fiona Humphries

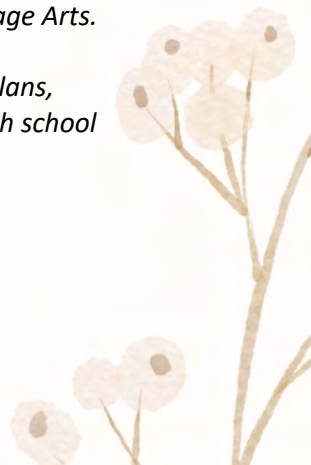
An experienced teacher, Fiona Humphries works full-time as the Guidance Counsellor at Fiordland College in Te Anau, New Zealand, and is a doctoral candidate at the University of Otago, Dunedin. Her mixed-methods research investigated New Zealand teacher wellbeing, foregrounding teachers’ perceptions and insights. Fiona will submit her thesis this year.

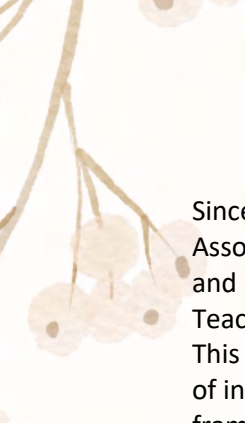
Teacher wellbeing has become a critical concern within the educational landscape internationally and in New Zealand. In an overview of her doctoral research, Fiona will share key findings from her investigation into the wellbeing of New Zealand primary and secondary teachers. Following the research summary, this presentation will focus on the influence of people on teachers’ wellbeing, including a look at the positive and negative influences of school leadership and workplace colleagues.

Exploring Compassion Fatigue and Burnout and Intergrating HEARTcare Planning, a Way Forward for Wellbeing

Drs. Astrid Kendrick and Lisa Everitt

Dr. Astrid Kendrick is an assistant professor and the director of field experience for the community-based pathway in the Werklund School of Education at the University of Calgary. Prior to her work at the university, Astrid was a classroom teacher specializing in Physical Education and English Language Arts. Dr Lisa Everitt has been an executive staff officer with the Alberta Teachers Association (the “Association”) since 2006. Lisa has developed expertise in labour relations, employee benefits plans, educational research, and women in leadership. Prior to joining the Association, Lisa taught high school mathematics in the NWT and Alberta.





Since 2020, a team comprised of partners the Werklund School of Education, Alberta Teachers Association, and Alberta School Employee Benefit Plan (ASEBP) have been exploring compassion fatigue and burnout in Alberta's educational workers. This study now includes the Northwest Territories Teachers Association and several schools and districts from across Alberta, Quebec, and Nova Scotia. This presentation will cover the findings of this multi-year and multi-site research study and the results of integrating one finding (HEARTcare planning) in different pilot sites. HEARTcare planning is a framework to explore the system, school, individual, professional and educational worker interventions to improve well-being.

Investigating relationships with Universal Design for Learning and instructor wellbeing: A Community of Practice at the University of Waterloo

Melissa Potwarka

Melissa Potwarka is a PhD Candidate in the School of Public Health Science at the University of Waterloo. Melissa is the Associate Director, Health Promotion at University of Waterloo. Melissa is passionate about working with students and facilitating collaborative, multi-sectoral action to address health inequities and social determinants of health.

As an environment-focused framework, Universal Design for Learning (UDL) presents a transformative opportunity to foster whole-systems wellbeing in higher education (Fovet, 2020). The goal of this presentation is to share preliminary findings from a SSHRC IDG project, that investigates: • The collaborative processes and institutional inputs at University of Waterloo for creating and sustaining a Community of Practice that explores UDL and wellbeing; and • How discussions of UDL, as an approach to inclusive pedagogy, intersects with discussions of instructor wellbeing. The findings will contribute to our understanding of UDL and institutional supports that promote the wellbeing of higher education instructors.

Room 2: 3:15pm-4:35pm | Online Chair: Dr. Lorraine Godden

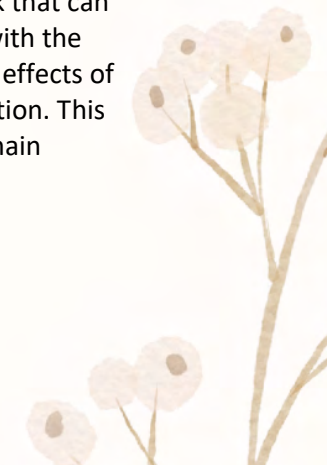
A Regenerative Worldview: Resonance for the Well-Being of Faculty


Bianca Briciu

Bianca Briciu is Assistant Professor at the School of Leadership, Ecology, Equity, Saint Paul University, Ottawa. Her work focuses on integral leadership development through emotional and social intelligence, mindfulness, compassion and systems thinking. Her current research is on transformative pedagogies, trauma integration and well-being. Michaël Séguin is Assistant Professor at the School of Leadership, Ecology, Equity, Saint Paul University, Ottawa. He specializes in the development of policies and practices to foster Diversity, Equity, and Inclusion in community-based organizations and higher education institutions.

A regenerative worldview recognizes connection and vitality as essential aspects of being and working that mitigate the effects of stress. We focus in this presentation on resonance as a framework that can contribute to the well-being of faculty as an experience of deep and meaningful connection with the world. Resonance offers a non-instrumental vision of education that can counter the harmful effects of alienation and acceleration in the neoliberal bureaucratic logic of institutions of higher education. This presentation outlines the connection between resonance and well-being, introducing three main practices that develop the capacity for resonance.

Faculty Voices: Understanding International Students' Experiences After COVID-19





Teresa Holden

Teresa Holden, a doctoral candidate at the University of Windsor, specializes in Educational Policy and Leadership Studies, is a researcher committed to transformative change. Her research spans diverse topics, from exploring the intricate dynamics of mental health and well-being among educators and students to the critical examination of educational accountability, equity, and the transformative potential of critical pedagogy.

This presentation examines the challenges faced by international students at the University of Windsor during and after the COVID-19 pandemic. Utilizing a mixed-methods study from March 2020 to December 2022, the research identifies indicators and risk factors of post-COVID-19 distress specific to this population. Insights from faculty and administrative perspectives highlight how the pandemic reshaped students' experiences and the strategies implemented for support. Key domains explored include cultural connectedness, occupational aspirations, pedagogical achievement, psychological deficits, and socio-emotional support/well-being. The findings emphasize the need for tailored support to address the needs of international students in an evolving academic landscape.

Are the Mental Health Programs of Philippine Higher Education Institutions Prepared for Disruptions like the Pandemic

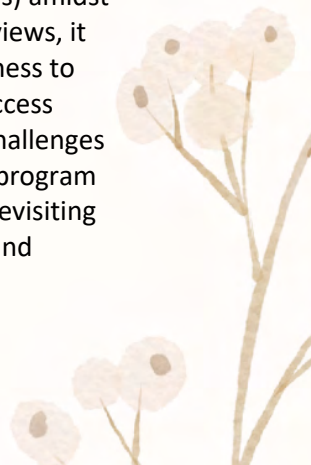
Allen A Espinosa, Praksis A Miranda, and Teresita T Rungduin

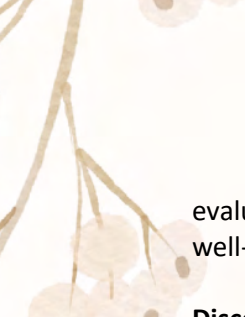
Allen A. Espinosa, PhD is a postdoctoral fellow at Charles University in Prague and a professor of Science Education at Philippine Normal University (on study leave). His research focuses on educational policy, teacher education, and social justice, with publications in leading journals such as The Australian Educational Researcher and Issues in Educational Research. He also serves on the editorial board of Research in Science Education. Allen has been recognized with the 2023 Distinguished Education Award from the Philippine Society for Biochemistry and Molecular Biology and the 2023 Outstanding Achievement Award from the Philippine Federation of Chemistry Societies.

Teresita T Rungduin, PhD is a Professor of Developmental and Clinical Psychology at the College of Advanced Studies and currently the Vice President for Research, Extension, and Quality Assurance of the Philippine Normal University. Her current research interests include studies on teachers' ginhawa, forgiveness curriculum, adolescents' digital engagements, and teacher education.

Praksis A Miranda, PhD is a Faculty Fellow at the Research Management Office of Philippine Normal University. She is also an Associate Professor in the College of Advanced Studies of the same university. She finished her PhD in Sociology from the University of the Philippines. She obtained her Master of Arts in Urban and Regional Planning and Bachelor of Arts in Public Administration also from the same university. Her current research interests are in the areas of interdisciplinary research, social sciences, gender and education, and flourishing and well-being.

This study explores the mental health programs in Philippine Higher Education Institutions (HEIs) amidst the context of the COVID-19 pandemic. Drawing from a scoping study and key informant interviews, it investigates the alignment of these programs with the Mental Health Act and their responsiveness to pandemic-related needs. Findings reveal a focus on awareness-raising, support services, and access facilitation for at-risk individuals. While HEIs also offer mental health support for employees, challenges in monitoring and evaluation mechanisms are identified. The pandemic has prompted flexible program delivery, including online counseling services and wellness breaks. Recommendations include revisiting social contexts, enhancing awareness, hiring trained professionals, and improving monitoring and





evaluation mechanisms. Despite challenges, investing in mental health programs remains crucial for the well-being of HEI stakeholders.

Discover the Secret to Building Unshakeable Trust Today!

Monique MacKinnon

Monique MacKinnon has spoken at several conferences throughout Canada, the U.S. and in Dubai since 2008. Workplace adaptation, wellness, and "serendipity scanning" are her areas of expertise. Monique works as the British Columbia Hockey League's Safe Sport Officer for Canadian and American teams - and loves fitness and flying too!

If a student doesn't trust you, would you want to know? Students may lack trust because of previous experiences with authority. Did you know student trust in the teacher is a critical but overlooked factor in student success? This session teaches you, both teachers and students, how to face trust issues in a fun, enlightening, safe, and effective way. You learn the four-step process for building your self-trust, intuition, and assertiveness.

Room 3: 3:15pm-4:35pm | Dr. Tim Claypool

Using data to guide action: practical ways for school districts to improve psychological health and safety

Charlie Naylor and Kathleen Lane

Charlie Naylor, PhD, Well at Work Advisor - Charlie has researched and written extensively about workplace wellbeing in K-12 education, including approaches that involve leadership, management, and unions. Charlie taught in the UK and Australia and served as the Senior Researcher at the British Columbia Teachers' Federation (BCTF).


Kathleen Lane, Executive Director, EdCan Network - Kathleen studied population health before earning her Master of Business Administration. She presented findings from her research into teaching practices that support student learning and wellbeing at the International Conference for Health Promoting Universities and Colleges. In recent years, she has focused on building management and leadership capacity to support healthy and productive workplaces.

This interactive session will provide a brief overview the 'Well at Work' initiative across Canadian provinces before sharing the 'Guarding Minds at Work' survey instrument and introducing data from the survey to show how school districts might address issues where serious concerns have been identified. Many employees in multiple school districts in several provinces have stated they 'feel afraid to speak up at work', which speaks to fundamental aspects of psychological health and safety. Practical ways to address this issue will be discussed in a conversational rather than a presentation format.

Restoring Educator 'Suffering' and Collective Healing through Arts-based Narrative Métissage

Giang Nguyen Hoang Le, Alana Hoare, Somtochi Agbodike, Himanshi Prashar, Niksha, and Olubukola Osuntade

Dr. Giang Nguyen Hoang (Kevin) Le is a lecturer in the Graduate Programs in Education, at Thompson Rivers University. Le's current pronouns are she/her. She is a queer scholar, from Vietnam, whose work revolves around queer theory, gender and sexuality in inter-Asian cultural and pedagogical contexts,



especially in contemporary Vietnam. Her recent publications are focused on contemplative arts-based educational research in the Global South.

Dr. Hoare is an assistant teaching professor whose academic interests focus on the role of cultures and epistemologies and their influence on educational systems. Previously, Alana taught elementary school and adult English language learners. She also spent nearly a decade as a quality assurance practitioner in higher education administration and maintains a research program in this field.

Niksha is a Master of Education student with three years of experience as a high school biology teacher. Niksha is a strong advocate for social justice and believes in the importance of hands-on learning and teaching compassion. Currently, Niksha is working on a research project focused on enhancing the employability of international Master of Education students through a work-integrated learning model.

Bukky Olubukola Osuntade (Bukky) is a graduate student at Thompson Rivers University. She has participated in project planning, management, and reporting in agriculture and developmental studies in Sub-Saharan Africa. She is a researcher from Nigeria whose research interests include climate smart agriculture and the intersection of gender, race, and student status (i.e., domestic, international) on access to education and leadership opportunities.

We, two faculty members and five international graduate students from a Master of Education program, gathered to share stories of suffering and healing in education using arts-based research methods and narrative métissage. Suffering and moving towards healing are key to our understanding of mental and professional well-being as educators from diverse social and cultural backgrounds. Theoretically, we follow Zen Master Thich Nhat Hanh and the Buddhist nun Chan Khong's theory of beginning anew to define 'suffering' from an engaged Buddhist perspective. In our presentation, attendees will witness a 'living lab' of restoring as the presenters share practices for educator wellbeing, establish connections, expand conversations, and build community.

Room 1: 4:45pm – 6:10pm | Chair: Dr. Karen Ragoonaden

Restoring Healthy Relationships in the School and Community

Ayodeji Osiname and Jacqueline Kirk

Ayodeji Osiname, Ph.D. is an Assistant Professor at Brandon University in the Department of Leadership and Educational Administration. His current research agenda includes anti-racism and belonging, leadership for supporting immigrants and refugees and relationship-building within the community and school.

Jacqueline Kirk, Ph.D. is an Associate Professor at Brandon University in the Department of Leadership and Educational Administration. Her current research agenda includes relationship-building within the community and the school.

There is currently a growing outcry from professional teachers that the stressors in our society are spilling over into the school, making their work more intense, more stressful, and less achievable. The presentation's purpose is to bring two previous studies together to explore how the knowledge developed from two studies that involved storytelling could be used to enhance teacher well-being and restore healthy relationships in schools and communities.

Storytelling sm̓ iṣmay Futurisms from the Digital Frontier. Challenging Colonial Narratives through a Digital Embodied Story Practice and Research-Creation.

Maríel Belanger (č̓ č̓ n̓ č̓ an̓)

Maríel Belanger (č̓ č̓ n̓ č̓ an̓) is a PhD candidate, artist, and storyteller who focuses on combining traditional knowledge with digital innovation. Exploring digital storytelling, Indigenous methodologies, and decolonial practices, Belanger is a recipient of the 2022-25 CGS SSHRC Doctoral Scholarship and the Teyonkwayenawá:kon – Queens University Graduate Scholarship. Drawing from her Syilx heritage, Belanger uses innovative storytelling techniques to preserve and share Indigenous knowledge, language, and cultural practices, contributing to the field of Indigenous futurism. Through her scholarship and artistic practice, Belanger is shaping the future of Indigenous representation in digital spaces, making significant contributions to academia and the arts.

This work delves into the unique approach of combining Indigenous storytelling methodologies with digital representations. This approach, where my Embodied Story Practice meets Indigenous digital storytelling, serves as a cultural preservation and decolonizing research-creation methodology. It prioritizes Indigenous voices and perspectives, envisioning self-determined cultural continuity through technology. The purpose is to reclaim narratives and maintain cultural integrity. The rationale is rooted in concerns about the impacts of colonialism and technology on Indigenous knowledge systems. The method involves analyzing literature on nested sovereignty, alternative temporalities, decolonizing pedagogy, and my own land-based practices to inform this digital storytelling methodology. This is a self-study about how I bring communities together physically and virtually. It is about my self-exploration of how my art has acted to create and disseminate knowledge, teach reflections, and develop an interactive digital storytelling project. Indigenous protocols, responsibilities, and ways of knowing are embedded through interdisciplinary research-creation approaches. My work investigates how interactive storytelling can respectfully carry ancestral knowledge into virtual spaces.

UBC's Arts Staff Choir:

Jennifer Suratos

Jennifer Suratos obtained her MA in Theatre Studies at UBC many years ago, and never left campus. She now works as the Administrative Manager in the Department of English Language & Literatures. She has served on committees across UBC including the United Way Steering Committee and AAPS. Jenn also works closely with the Wellness Centre, to facilitate a course on suicide awareness and intervention. In 2020, she received the Dean's Award for Staff Excellence. Jenn is also a musical theatre performer, having worked with companies such as Gateway Theatre, Pacific Theatre, United Players, and others. Recent favourites include Mrs. Corry in Mary Poppins (RCMT), Oz in We Will Rock You (Theatre Under the Stars), Sour Kangaroo in Seussical the Musical (Align Entertainment), and Jenny in Company (Raincity Theatre). She believes firmly in the positive benefits of community and singing.

This session explores ways to create a sustainable wellness initiative, using UBC's Arts Staff Choir as a model. Founder Jennifer Suratos outlines the need for a staff-focused activity that is inclusive, accessible, inviting, and fun. What started as a casual lunch-time interest has grown into a group of over 60 members from the Faculty of Arts, and beyond. Our concerts have raised funds for UBC's United Way campaign, student scholarships, and more. I will discuss the need for wellness initiatives in the workplace and highlight what I believe is the key to their success: building community.

Room 2: 4:45pm – 6:10pm – K-12 Workplace Wellbeing Research Circle

Kathleen Lane, Executive Director, EdCan Network

Kathleen Lane, Executive Director, EdCan Network - Kathleen studied population health before earning her Master of Business Administration. She presented findings from her research into teaching practices that support student learning and wellbeing at the International Conference for Health Promoting Universities and Colleges. In recent years, she has focused on building management and leadership capacity to support healthy and productive workplaces.

The EdCan Network launched the K-12 workplace wellbeing research circle to foster connection and community among Canadian K-12 workplace wellbeing researchers. Our goal is to create a safe, supportive space for researchers to gain insights from practitioners, share lessons learned and next steps in their research, incubate new research ideas, and identify opportunities for knowledge mobilization. This research circle will begin with a short reflection on the research to date before exploring opportunities and possible directions for action research.

Room 3: 4:45pm – 6:10pm | Chair: Dr. Jodi Basch

Who Is the Self That Teaches?

Adrian Zuyderduyn and Jake Holmes

Adrian Zuyderduyn is a middle school vice-principal in the Central Okanagan Public Schools, an educator with 25 years of experience in the K-12 education system.

Jake Holmes is a classroom teacher in the Central Okanagan Public Schools, an early-career educator with a passion for being a scholar-practitioner. Both share a keen interest in supporting wellbeing for educators.


This presentation will discuss research around self-inquiry in community as a way to nurture both personal and professional growth around school leadership. Further to that, the presentation will bridge that research with an extension into how we might engage in self-inquiry in community at all levels in the education system, focusing on the merits of such an approach in the K-12 education system.

A proposition for educators in BC: Adopting a feasible, acceptable, scalable professional development model for educator wellbeing that is yielding promising results across Mexico

Amanda Sheehan and Dr. Leandro Chernicoff

Leandro Chernicoff earned his PhD from the University of Wisconsin-Madison's School of Education with a focus on developing cognitive, affective, and behavioral skills to foster well-being and alleviate suffering. He spearheads scientific research on AtentaMente's social-emotional learning programs in collaboration with UW-Madison's Richard Davidson and the Center for Healthy Minds.

Amanda Sheehan has a Master's of Science in Educational Psychology from the University of Wisconsin-Madison. She has studied emotional regulation and attention development techniques since 2015 and has extensive international experience collaborating with multidisciplinary teams on initiatives to promote community development and wellbeing.

The background features soft, light-colored watercolor washes in shades of beige and cream. There are delicate illustrations of plant stems with small, round, light-colored flowers or berries, one in the top left corner and another in the bottom right corner.

Dr. Leandro Chernicoff shares the results of one of the largest randomized controlled trials (RCT) for wellbeing conducted in the world. The RCT provides strong evidence that the intervention of a professional development program called Educating for Wellbeing had statistically significant positive effects on educators' self-awareness, emotion regulation, prosociality, self-efficacy, and psychological distress. Designers of the program have made intentional efforts to make it adaptable and culturally responsive to a diverse range of settings. Participants of this session are invited to learn about the intervention and discuss opportunities, barriers and perspectives on implementing this program in British Columbia.

FRIDAY

Room 1: 10:00am-11:20am | Chair: Dr. Karen Ragoonaden

Mental Health in Schools: A Provincial Overview and a School Case Study

Gina Cherkowski, Sharon Freisen, Stephen MacGregor, Demetra Mylonas

Dr. Gina Cherkowski is the Executive Director of Research and Development at Headwater Learning Foundation. Gina, a Social Justice Researcher and Activist, holds a double-cognate PhD in Mathematics Education and Culture Studies. Current areas of research include Mental Health, Neurodiversity, Identity and Belonging.

Dr. Stephen MacGregor is an Assistant Professor of Leadership, Policy, and Governance at the University of Calgary's Werklund School of Education. Dr. MacGregor's research centers on knowledge mobilization as a mechanism to promote school improvement and systems change, with an emphasis on leadership practices for increasingly complex educational environments.

Dr. Sharon Friesen is a Professor at the Werklund School of Education at the University of Calgary. Her research interests include the ways in which K-12 educational structures, leadership, teaching, and learning need to be redesigned to meet the demands of contemporary society. She draws upon and contributes to the fields of the learning sciences and educational leadership to study: (i) design-based professional learning, (ii) school and district leadership, (iii) educational reform, and (iv) research-practice partnerships.

Demetra Mylonas is a researcher at Calgary Academy currently participating in the Alberta Mental Health in Schools pilot project. Demetra has held several research positions in the fields of autism, behavioral and psychoeducational assessment, and post-partum depression and is an accredited Youth Mental Health Specialist.

This session examines how schools implement mental health and well-being initiatives in diverse contexts. It focuses on the Alberta Mental Health in Schools Grant and reviews ongoing research at the provincial, national, and international levels. A case study will highlight the successes and challenges of mental health program implementation in both K-8 and 9-12 settings, emphasizing the role of key implementation drivers. Participants will engage in an interactive discussion, sharing their own experiences and insights on addressing mental health in schools, while exploring best practices to support student well-being and drive sustainable change.

Understanding the Science of Stress and How it Applies to Teaching, Learning, and Leading in Schools

Margaret Paxton

Margaret is a Doctoral Candidate in the Faculty of Education, UBC Vancouver. She believes that both students and adults want to do well, yet often respond to stressors (visible and invisible) with maladaptive behaviours. Margaret believes in creating conditions for well-being through understanding the science of stress.

When educators understand how the brain and body are impacted by stress, they are better able to use tools and strategies to self-regulate and co-regulate with others, that is, to bring themselves back to a state of emotional equilibrium. Margaret has embedded this in her practice as a BC teacher and school

principal. She will share stories and provide practical strategies for teaching and working with staff and parents. Participants will learn how to reframe unexpected behaviour as a stress response and will have opportunities to practice looking at people with curiosity and “soft eyes.”

Room 2: 10:00am-11:20am | Dr. Tim Claypool

Wellness Photography - Framing Perspectives for Conversation

Alison Beaumont

Alison Beaumont is a British settler who moved to Sylix Okanagan Territory, BC, in 2008. As an artist her work focuses on climate and environment, using photography, video, sound, poetry, and installations, creating immersive experiences. She has earned a Post-Graduate Certificate in Therapeutic Photography and, she uses this expertise to provide photo-based programs, for therapeutic and well-being purposes.

In this session Alison will provide an overview of using therapeutic photography techniques for mindfulness, and how photos can facilitate sharing thoughts and perspectives on wellness. There will be an opportunity to participate in a photo activity, so have your camera phones on hand. See in real time how photography can help to facilitate wellness, create conversation and build community.

"The Needs are Endless": Educators' well-being, ability to meet students' needs, and intention to leave

Laura Sokal and Lesley Eblie Trudel

Laura Sokal, PhD, is a Professor of Education at the University of Winnipeg. She has published about on psycho-social issues in schooling in four books, over 80 peer-reviewed articles, and over 30 articles in professional journals. Her favourite part of work is teaching, where she learns with and from her students every day.


Lesley Eblie Trudel is a former Assistant Superintendent of Schools who is now Associate Dean of the Faculty of Education at the University of Winnipeg. She is a collaborative leader and interdisciplinary researcher, with a keen interest in organizational learning and systemic change as it pertains to diverse and inclusive educational communities.

As front-line employees fostering student recovery, educators face increasing demands amid impending global teacher shortages. This 2024 mixed-methods, Canadian research study of teachers (n=136), educational assistants (n=56), clinicians (n=21), and principals (n=17) focussed on addressing three key questions: (1) How do educators' mental health factors (resilience, well-being, and recovery) relate to their perceptions of student needs? (2) What is the connection between educators' intent to leave and their perceptions of student needs? (3) Which students' needs are most likely to be unmet? The results reveal surprising insights, emphasizing the urgent need to address both equity and resource allocation challenges.

Prioritizing teacher well-being in teacher education programs

Dr. Theodora Kapoyannis and Dr. Astrid Kendrick

Dr. Theodora Kapoyannis and Dr. Astrid Kendrick are Assistant Professors and Directors of Field Experience in the Werklund School of Education at the University of Calgary. They oversee the On-Campus and Community Based programs collaborating with school districts to place over 1500 students



a year. Both Theodora and Astrid come to these roles with 17 years of teaching experience in diverse K-12 contexts with research interests in the areas of in-service and pre-service teacher workplace well-being.

Dr. Astrid Kendrick is an assistant professor and the director of field experience for the community-based pathway in the Werklund School of Education at the University of Calgary. Prior to her work at the university, Astrid was a classroom teacher specializing in Physical Education and English Language Arts.

This session will share the intentional programmatic and course design decisions that have been made in the Field Experience course work in the Werklund School of Education to emphasize the importance of workplace well-being and self-care for preservice teachers. Key findings from case-study research highlighting preservice teachers' perceptions and experiences with self-care and health promotion initiatives will be discussed and session participants will be invited to share their perspectives and experiences with supporting pre-service teacher well-being in teacher education programs.

Room 3: 10:00am-11:20am | Chair: Dr. Darlene Loland

EMBODYING REGENERATIVE HOPE Fostering Salutogenic Praxis with Educators through Somatic, Compassionate and Eco-Spiritual Pedagogies

Danielle Denichaud

Danielle Denichaud is a PhD candidate and lecturer at Toronto Metropolitan University and the Ontario Institute for Studies in Education. Through inter-arts curation and community activations, she stewards embodied pedagogies and holistic health methodologies as salient pathways for bridging aspirations of social justice, ecological stewardship, holistic wellbeing, and community cohesion.

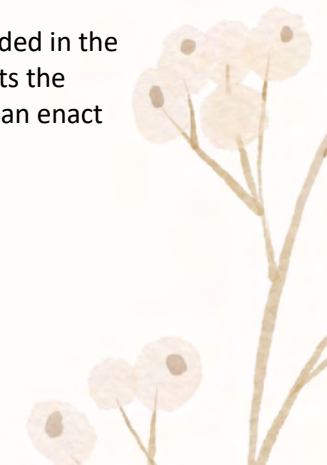
This presentation shares emerging findings of PhD research on the development and piloting of a holistic health teacher education paradigm entitled Embodying Regenerative Hope. This novel curriculum and pedagogical framework centres the subjective living experience of the educator, while proposing a consilient language of health education governed by a pursuit of 'responsive relational care'. Through encounters with theoretical and practical elements, participants are offered a somatic, compassionate and eco-spiritual experience to encounter research foundations and current findings, including; the why/how of theory-practice abyss in health promotion, and salient praxis for cultivating individual, social and environmental health stewardship in classrooms.


Mentorship, Agency, and Wellbeing

Noa Daniel

Noa Daniel MEd, is the founder and director of The Mentoree. She is also a part-time teacher in a public school board in Ontario, a consultant, author, and speaker. Noa supports schools and communities in developing projects and initiatives that amplify voice and build "outside the blocks".

Wellbeing is both a focus and an outcome of mentorship at The Mentoree. Our work is grounded in the belief that professional learning, wellbeing, and efficacy are interconnected, and each supports the development of the other. Through The Mentoree, educators at every stage of their careers can enact agency and feel more empowered and supported through various forms of mentorship.





Find out how to apply what we've learned about mentorship through this interactive session. Participants will explore the interconnection between mentorship, agency, and wellbeing for educators and leaders in diverse K-12 settings and those who support in-service and pre-service educators.

Room 1: 11:30am-12:00pm

Mentoring and Wellbeing in Schools

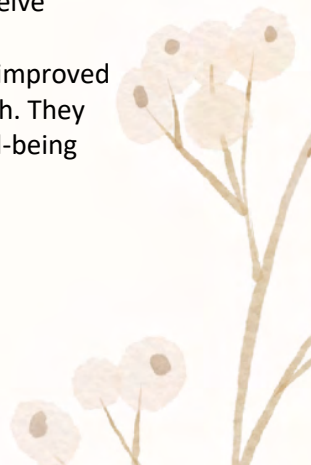
Dr. Ellen Hahn, Dr. Rhonda Wheeler, Dr. Angela Adair

Dr. Ellen H. Hahn is an educational leadership professor at Auburn University in Auburn, Alabama. Her area of research is educational leadership program design. She enjoys exploring innovative ideas that promote continuous improvement in leadership preparation. Her research focus is in two areas: educational leadership preparation program partnership development and educational leadership mentoring. She serves as a board member for the International Mentoring Association and is involved in several initiatives that mentor aspiring school leaders and early career principals. Ellen served for thirty years in public schools as a teacher and administrator before becoming an Auburn University educational leadership faculty member. She has served as a program coordinator for educational leadership masters, educational specialist, and two doctoral programs at Auburn University for thirteen years. She has published in the Journal of Research on Leadership Education, the Journal of School Leadership, and the International Journal of Educational Reform. She is the book series editor of Dimensions of Leadership and Institutional Success: Exploring Connections and Partnerships. In 2021, she released an out of series book entitled The Art and Science of Mentoring.

Dr. Rhonda Wheeler worked for thirty-five years in education, including twenty-one years as an administrator. Her research focus is mentoring for well-being. She regularly presents professional developments to educators and high school students. She co-wrote Informal mentoring: Promoting principal well-being (in press) with Dr. Ellen Hahn and Dr. Angela Adair. She is currently the mentor coordinator for the Council for Leaders of Alabama Schools (CLAS), the first principal mentoring program adopted by the Alabama State Department of Education.

Dr. Angela Adair is an adjunct professor at Auburn University. As a former English teacher, Angela spends much of her time mentoring doctoral students and researching and writing about well-being. Her recent research focused on how principal preparation programs are addressing aspiring school leader well-being. She has co-authored three articles and four book chapters regarding educational leadership and regularly presents her research on educator well-being at national and international conferences.

Research regarding stress and burnout suggests the pressures of life as a principal are becoming more intense each year. School principals are leaving their jobs. The purpose of this study was to explore mentoring as a way to combat the stress of the principalship. This phenomenological study focused on mentoring principals for well-being using Seligman's (2011) positive psychology framework, PERMA, and the Mertz (2004) mentoring framework. It explored principal well-being as reflected in mentoring practices. Nine school principals from different communities in Alabama were interviewed. Twelve themes emerged, and aligned with the five PERMA domains: positive emotion, engagement, relationships, meaning, and accomplishment. The findings of this study showed principals had improved hard and soft skills. They had improved confidence along with personal and professional growth. They progressed toward independence. The deep connections with the mentors improved their well-being and decreased their stress.



Room 1: 1:00pm-1:30pm

Teachers of Tomorrow, Today: Lessons Learned from Focusing on Wellbeing in Teacher Education Programs

Kerri Murray and Shelley Russell-Mayhew

Kerri Murray, BSc., MEd. Student, Director of Strategy and Innovation, Ever Active Schools. Kerri's personal and professional interests come together in her role as Director of Strategy and Innovation at Ever Active Schools, a national charity that believes every person can belong in a healthy school community. With a background in health physiology and health sciences education, her career has centred around health promotion, primarily in the public sector. She has a special interest in population health strategies for school-aged children and youth, and experience in facilitating a comprehensive school health approach. She is mom to three cheeky blondes who keep her on her toes: Lucy (daughter), Jess (daughter), and Auggie (the doggy).

Shelly Russell-Mayhew, PhD., R. Psych., Associate Dean Research, Werklund School of Education; Professor, Counselling Psychology, University of Calgary. Dr. Russell-Mayhew's research program focuses on weight stigma, weight-related issues and building healthy educational communities. Her focus includes issues like body image (perceptions, attitudes, and experiences about the body), disordered eating (e.g., unhealthy methods of weight change), weight-related disorders (e.g., obesity and eating disorders) and professional conversations and interactions about weight (e.g., weight bias). Her professional journey working with weight-related issues is influenced and fueled by a deeply personal and sometimes troubled relationship with her own body. She is an award-winning teacher, scholar, and research supervisor recognized for her innovation. In 2023, SRM received the Killam Research Excellence Award.

Teachers of Tomorrow (TOT) is an initiative to advance wellbeing in Faculties of Education across Canada. Informed by principles of systems change and guided by both the comprehensive school health and health promoting universities frameworks, TOT strengthens the impetus for organizational changes within teacher education programs. Our aim is to better prepare future teachers in addressing their own wellbeing and enhancing wellbeing throughout K-12 and postsecondary settings. This session shares more about our work and the lessons learned through implementation, research and advocacy

Room 1: 1:40pm-3:00pm | Chair: Dr. Tim Claypool

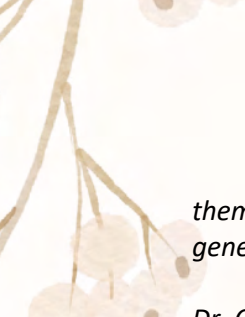
Teacher Wellness Through Land-Based Pedagogies: A Lesson Study

Ariel Gilbert, Amanda Heinze, Julia Vickers, Christine Ho Youngusband

Ariel Gilbert is an elementary stream teacher candidate at the University of Northern British Columbia in Prince George where she was born and raised. She loves to be outside walking, hiking, fishing, camping and hopes to instill this love and appreciation for the land into her future students.

Amanda Heinze is an elementary stream teacher candidate at the University of Northern British Columbia where she was born and raised on the traditional territory of the Lheidli T'enneh. Her ancestry comes from the Soda Creek Band and has been working to reconnect with her culture through land-based learning.

Julia Vickers is an Elementary stream teacher candidate at The University of Northern British Columbia in Prince George on Lheidli T'enneh territory where she was born and raised. She is also a member of the Squamish Nation in North Vancouver. She wants to inspire her future students to explore the land around



them and show them learning is everywhere. As a teacher she wants to inspire and empower the next generations, foster curiosity, critical thinking, and a lifelong love for learning.

Dr. Christine Ho Youngusband is an assistant professor at the University of Northern British Columbia. She teaches in the teacher education, undergraduate, and graduate programs. Christine is a former math and science teacher in BC public schools. Her current research interests include out-of-field teaching, identity development, and mathematics and culture.

“Living and learning is inextricably tied to sense of place, and connection to the land itself” (Chrona, 2014). As School of Education teacher candidates at the University of Northern British Columbia (UNBC), we have been exploring our connection to the land through outdoor learning opportunities with our peers and practicum experiences within the teacher education program. From this learning, we understood the value of learning outside and being outside as learners. Being outside connects us to the land, the place, and ourselves. How would taking students outside with purposeful and intentional learning experiences impact student well-being? How would this pedagogical approach impact me as the teacher?

Dangling in the glimmer of hope: Academic action and the TRC Calls to Action

Victoria Handford, Qing Tong Ye, and Suraia Islam

Tory is a professor and chair of the School of Education at Thompson Rivers University. She has held multiple positions in JK-12 education including teacher, vice-principal, principal, education officer (Leadership) for the Ontario Ministry of Education and program officer (Standards of Practice and Accreditation) for the Ontario College of Teachers.

This presentation outlines the processes and end result of efforts of the TRU School of Education to address in meaningful ways the Calls to Action of the Truth and Reconciliation. The histories of Indigenous Peoples in Canada and our responsibility to act are considered through the academic and creative writing of faculty.

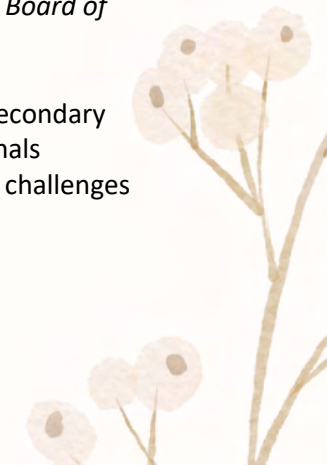
Room 2: 1:40pm-3:00pm | Online Chair: Dr. Ben Kutsyurba

Educator Wellbeing in the Private Sector

Garima Yadav

Garima Yadav is the Manager of the English Language Centre at Acsenda School of Management, a private business post secondary institute, located in Downtown Vancouver. She started working in 2020 and has observed a disparity in terms of available accessible resources for professionals especially faculty members in the private sector. She completed her Master of Education from Thompson Rivers University where she worked both as the Teaching Assistant at the Language Learning Centre as well as Graduate Tutor at the Writing Centre. Currently, she is the Private Sector Representative on the BC TEAL Board of Directors.

The presentation provides an insight into wellbeing initiative implemented in a private post-secondary institute located in Downtown Vancouver. It also highlights the challenges faced by professionals working in the sector to access these initiatives as well as recommendations to counter those challenges



online. The presentation aims to start the conversation around finding sustainable ways of ensuring wellbeing of all the individuals who contribute towards the success of an institution.

The Rising Tides of Participatory Action Research: Supporting the Wellness of New Brunswick Vice Principals through Saturday Morning Seminars

Lyle “Steamer” Hamm, Shari Smith-Ellis, Tina Cole, Katharine Hartnett, Andrea Garner, Zeinab Razavi, and Krysta Kinney

Dr. Lyle “Steamer” Hamm is the VP writing team lead. He is an Associate Professor for Educational Administration and Leadership in the Faculty of Education at the University of New Brunswick in Fredericton, a position he has held for 11 years. Prior to joining UNB, Lyle served as a K-12 educator for 22 years in southern Alberta, Canada. He was a vice principal in two separate schools (6 years in total) and a principal for five years in two additional schools.

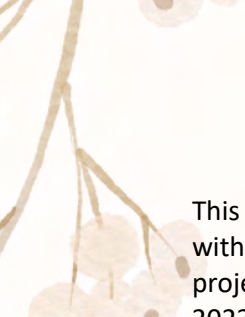
Dr. Shari Smith-Ellis is currently an assistant teaching professor at the University of New Brunswick. Prior to this, she taught for 35 years. This included three years as a vice principal and 19 years as a principal in elementary schools. She is a graduate of the New Brunswick Department of Education’s Leadership Academy. Her research has been in the fields of critical literacy, student voice, and assessment. Tina Cole recently retired from the New Brunswick Teachers’ Association where she held the position of Staff Officer – Professional Interests. She now instructs in the M. Ed. Program at the University of New Brunswick. While principal of an inner-city school in Saint John, New Brunswick, she received the NBTA Vince Sunderland Memorial Award for Outstanding Educational Leadership (2013).

*Katharine Hartnett is an educator from Fredericton, New Brunswick and a PhD candidate in the Faculty of Education at the University of New Brunswick. She has worked in New Brunswick Schools for over 25 years as Vice Principal, Principal, Resource Teacher and classroom teacher. Katharine currently works at Anglophone School District West as a Resource Coordinator. She has co-authored several articles about vice principals, including *From Fission to Flourishing Leadership: Putting an end to reacting from the middle and Vice Principal leadership development in New Brunswick: Turning the tide on the invisibility cloak with her leadership team*. Katharine has given international and national presentations on topics such as vice principals, school leadership, autism, and newcomer education.*

Dr. Andrea Garner is currently working as an Associate Professor in the Faculty of Education, co-directing the Exceptional Learners MEd program. She has been a teacher for 22 years across settings ranging from preschool to high school and post-secondary to outdoor therapeutic recreation. She has taken on teaching, research, and educational leadership roles while living and working in Canada, Scotland, England, and Australia.

Zeinab Razavi is a PhD candidate at the University of New Brunswick. She has taken part in a range of research initiatives, notably in the areas of leadership and sexuality education. With a background in educational psychology and experience as a school teacher and counsellor, she integrates her knowledge and experience into her research projects and into seminars with school leaders in New Brunswick and Manitoba.

Krysta Kinney has a Master’s degree in Education in Critical Studies. She has served in student leadership roles at the University of New Brunswick and now works as an administrator in the Faculty of Education Graduate Studies program.



This presentation will describe a participatory action research (PAR) project that our team conducted with 46 vice principals within two Anglophone school districts in the province of New Brunswick. The project comprised of a five-part Face-to-Face seminar series on Saturday mornings during 2022 and 2023. The VP participants shared their job complexities through a world café research activity and in deeper dialogues with their colleagues and the PAR facilitators. Several themes were constructed in the participatory process leading to final seminars devoted to building strategies that supported the wellness of the VPs in their complex leadership roles.

Initial Insights: Conditions that Teachers Perceive to be Conducive to Flourishing in the Profession

Amanda Lester

Amanda Lester is a Doctor of Education candidate at the University of Canterbury with her research aimed at exploring 'flourishing' in the teaching profession. She has dedicated nearly 20 years to teaching and leading in secondary schools in Aotearoa New Zealand, Canada and the United Kingdom. She currently works as a Head of Teaching & Learning at a secondary school in Ōtautahi Christchurch, New Zealand.

Teacher well-being impacts job satisfaction and teacher supply. There is ample literature exploring the consequences of teacher ill-being using deficit models. More recently, there has been a notable shift to use positive lenses to explore teacher well-being. My doctoral research explores the conditions that contribute to teachers 'flourishing' rather than merely surviving in the teaching profession in Aotearoa New Zealand. As well-being and 'flourishing' are embodied experiences, constructivist grounded theory acts as the mechanism to get as close to participants' experiences as possible. In this presentation, I will share initial insights from interviews with teachers on 'flourishing' in the profession.

A Coach's Journey: Realizing the Importance of Play in Collaborative Learning Communities

Eva Eberts B. Sc., B. Ed., M. Sc., M.Ed.

Eva Eberts has been a teacher for 22 years in Manitoba, serving as French Curriculum Specialist for both core and Immersion programs for 5 years and as a school administrator for 4 years. Coaching teacher teams was a significant part of both the specialist and administrative roles. In the summer of 2024, Eva moved to Saskatchewan and is currently a teacher in Regina.

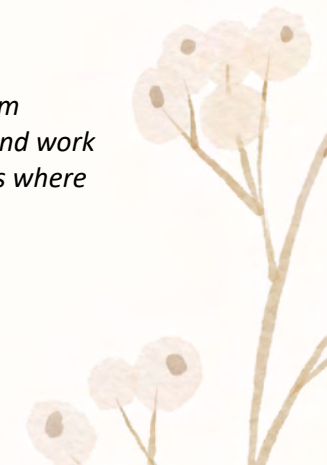
As educators, we can succumb to the increasing stressors of teaching and lose sight of why we are educators to begin with, what we enjoy about our profession, and what we love the most about working with and learning from students and colleagues. The results of this reflective practice of my coaching experience with French Immersion teacher teams were used to develop a model and a tool not only to monitor progress but to serve as a reminder to maintain the enjoyment of our collaborative work.

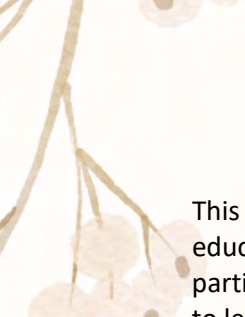
Room 3: 1:40pm-3:00pm | Chair: Dr. Keith Walker

Learning to be well in Educational Leadership

Ashlyen Singh

Ash Singh is a dedicated advocate for the well-being of educators and leaders. In the curriculum department of the Abbotsford School District, Ash focuses on empowering educators to lead and work with joy and balance. Through their research and initiatives, they strive to foster environments where leaders, educators, and students can thrive.





This presentation seeks to raise participants' awareness of how to manage their well-being in educational leadership. Specifically, it will use an educational leadership framework for well-being to have participants explore their leader identities, stressors, and coping resources. The goal is for participants to leave the session with a deeper understanding of what drives them as leaders, why and how they become stressed, and how they can become well. This session is appropriate for anyone engaging in formal or informal leadership in educational settings.

Walking the School: Mapping School Climate and Teacher Well-being

Auralia Brooke

Auralia is currently completing her PhD in Education at the University of New Brunswick. Her research is focused on high school student belonging and well-being and analogue and digital qualitative methodologies. She teaches courses for both the University of New Brunswick and St Thomas University in community-engaged learning and critical studies. She currently holds a Harrison McCain Faculty Research Grant from STU for work with the Promise of Home team. Auralia has recently re-located from New Brunswick to the UBC campus in Vancouver, where she will be completing her dissertation remotely.

The relationship between school climate and teacher well-being is complex, site-specific, and often subjective to individual experiences and identities (Dreer, 2022; Kutsyuruba, Klinger & Hussain, 2015). This concurrent session explores school mapping as a tool for understanding and addressing school well-being for teachers. Using data drawn from a multi-media student well-being study, we will discuss the ways in which anonymity, walking the school, and analogue mapping techniques might help researchers and administrators understand a variety of well-being contexts and experiences at play within a single school site.

Room 1: 3:15pm-4:40pm | Chair: Dr. Sabre Cherkowski

An Institutional Ethnography on Principal and Vice Principal Psychological Safety: Dissertation Research in Progress


Gail Markin


Gail Markin is a counsellor, author and speaker who is committed to promoting well-being in the education workplace. Gail works as a coach with the BC Children's Hospitals' school health team where she supports school districts across the province. She is currently an Ed.D. candidate at UBC. <https://www.gailmarkin.ca/>

This presentation will describe my doctoral dissertation research currently in progress. This research was designed to uncover what systems level factors like policies, practices and ways of working together are impacting the psychological safety of principals and vice principals. It seeks to discover under what circumstances principals and vice principals speak up, ask questions and share their ideas with district leaders and under what circumstances do they choose not to. This presentation will describe the completed research and some of the preliminary findings. It will also discuss why this research matters and how it can contribute to the field.

Promoting teacher wellbeing among FSL teacher candidates through the development of a professional support network

Josée Le Bouthillier & Melissa Dockrill Garrett





Josée Le Bouthillier is a research associate in the Faculty of Education and a member of the Second Language Research Institute of Canada (L2RIC) team. Her academic interests focus on a variety of qualitative and classroom-based research in French second language contexts, as well as teacher education.

Melissa Dockrill Garrett is an assistant professor in the Faculty of Education. Her academic interests focus on a variety of qualitative and classroom-based research in the area of inclusive practices and exceptional learners in French second language learning contexts.

This study explores the well-being and professional development of French as a Second Language (FSL) teacher candidates through mentorship and a strengths-based approach. Addressing the critical shortage of qualified FSL teachers in Canada, the research examined how three teacher candidates, mentored by their faculty supervisors, developed a professional support network in their teacher education programs and practicum schools. Findings highlight the importance of professional relationships and collaboration, suggesting that incorporating well-being and professional support into teacher education programs can improve professional growth, a sense of self-efficacy, wellbeing, as well as retention rates among FSL teachers.

Fuel your Body to Lead

Carman Murray

*Carman Murray is dedicated to empowering teachers and educators to prioritize their mental, physical, and emotional well-being, both inside and outside the classroom. With over 20 years of experience, Carman has transitioned from classroom teaching to mentoring others on their healing journeys. Her mission is to help educators cultivate healthy habits that transform overwhelm into energy and fulfillment. As a seasoned speaker, Carman brings authenticity and passion to her workshops and talks, inspiring others to rekindle their life balance. She volunteers with students at Rockyview Leadership Academy and contributes to organizing conferences with the Canadian Student Leadership Association. Carman is also the author of *Teachers First: A Guide to Avoiding and Overcoming Burnout*.*

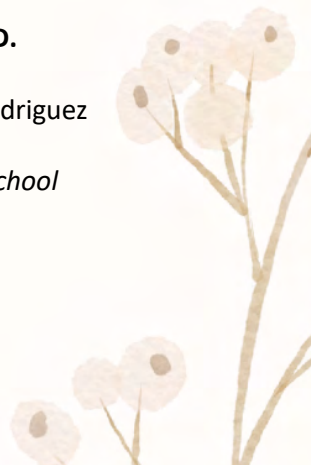
Teaching requires energy and resilience, yet educators often feel depleted. This workshop provides practical techniques for nurturing both body and mind through mindfulness, self-reflection, and Ayurveda. Participants will gain actionable strategies to enhance sleep, nutrition, and self-care, creating sustainable wellness habits that support their effectiveness in the classroom. By prioritizing their well-being, educators can boost resilience, improve performance, and reignite their passion for teaching. This session equips educators with the tools to foster a balanced life, benefiting both themselves and their students.


Room 2: 3:15pm-4:40pm | Chair: Dr. Darlene Loland

Effects of a Cohort Model on Student Wellbeing: Experiences of Educational Leaders in a Ph.D. Program

Joseph Hernandez, Jennifer Lomas, Maricela Passmore, Marissa C. Perez, and Dr. Mariela A. Rodriguez

Joseph Hernandez is an associate principal at an elementary school in Northside Independent School District in San Antonio, Texas, USA.





Jennifer Lomas is an elementary school principal in North East Independent School District in San Antonio, Texas, USA.

Maricela Passmore is an elementary school principal in the Southwest Independent School District in San Antonio, Texas, USA.

Marissa Cisneros-Perez is an English Language Arts and Reading Coordinator for the Edgewood Independent School District in San Antonio, Texas, USA.

Mariela A. Rodriguez, Ph.D. is a professor and master's program coordinator in the Department of Educational Leadership and Policy Studies at The University of Texas at San Antonio, USA.

The purpose of the session is to highlight the voices and experiences of school and district leaders in the United States who are enrolled in a doctoral program in educational leadership. Four of the presenters will share their career path to their current leadership position. They will then explain the reasons that motivated them to pursue a Ph.D., and what keeps them persisting toward degree completion. The discussion related to wellbeing will center on the supportive network that these administrators found among their cohort members. Then the students' major professor will then share a mentoring model that is based on her work with doctoral students over two decades.

Making the Impossible Possible: Neurosomatic Education for Empowered Self-Resourcing

Erika Baker

Erica Baker is a Guild Certified Feldenkrais Practitioner and dedicated lifelong learner. She has completed a 4-year intensive training in somatic education and extensive interdisciplinary studies in both science and the arts. Currently in her final year of a BSc at UBCO to expand her knowledge, Erica firmly believes in every individual's inherent dignity and potential and is committed to fostering meaningful improvement in our lives and the world.

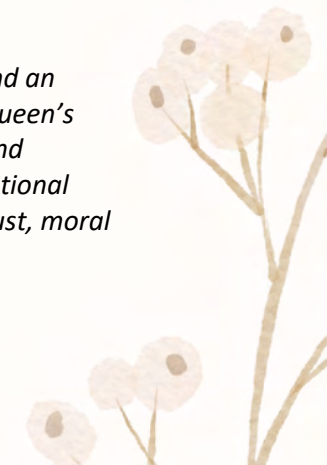
In a life filled with challenges, how do we create more space and capacity to support our well-being while attending to our responsibilities? With our remarkable, adaptable nervous systems, we have a unique ability to evolve and an almost limitless potential for growth. Using principles of neuroplasticity, this presentation offers concrete strategies for uncovering novel possibilities in difficult circumstances. Through simple movement explorations, you'll discover deeper internal resources for well-being, transforming obstacles into opportunities and empowering yourself and those around you. Experience how expanding self-awareness through movement education can illuminate pathways to greater potential.


Room 3: 3:15pm-4:40pm | Chair: Dr. Jodi Basch

The critical role of resilience in flourishing of Canada's outstanding principal award recipients

Benjamin Kutsyuruba, Nadia Arghash & Jodi Basch

Benjamin Kutsyuruba, PhD, is a 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. He is a founder of MentorLead, a mentorship and leadership consulting business.

Dr. Jodi Basch earned her Ph.D. at Queen's University, where she explored the intersection of authentic leadership, resilience, and well-being in the context of transitioning from high school to university. She is an Ontario Certified Teacher with the Ontario College of Teachers (OCT) and has experience teaching students of all ages, including as an Adjunct Professor at Queen's University and Yorkville University. Dr. Basch is the project manager on a SSHRC-funded research project, studying how teacher education programs promote positive well-being for pre-service teachers. Dr. Basch is a Registered Psychotherapist (RP) with the College of Registered Psychotherapists of Ontario (CRPO). She obtained her Master of Counselling Psychology from the University of Ottawa and has a special interest in working with college and university students, healthcare workers, first responders, and individuals who have suffered a workplace injury. Dr. Basch is a holistic therapist who is dedicated to working with individuals who have experienced traumatic situations, anxiety, depression, life transitions, relationship challenges, grief, chronic pain and illness, as well as other mental health challenges.

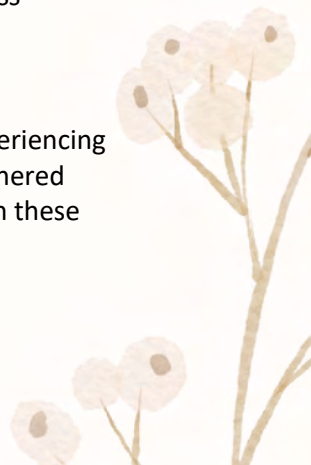
School leaders in Canada face increasing social, political, economic, educational, and professional demands, which often lead to increased workload, stress, burnout, decreased well-being, and lack of work-life balance. Research demonstrates that school principals with high levels of resilience are better at coping with stress and crisis, are generally more effective as leaders, are more connected to schools and districts, and have lower levels of compassion fatigue. Examining the challenges that school principals face can both prevent conditions that decrease their well-being and help understand coping strategies and resilience-building approaches necessary for successful school leadership. Drawing from the study of flourishing among the national award-winning principals in the Canada's Outstanding Principals (COP) program, in this presentation we describe the participants' perceptions regarding their resilience as school leaders, the conditions that discouraged school principals in their role, and the approaches that allowed them to develop their personal resilience. We will conclude with recommendations on how school administrators can overcome the challenges and flourish by fostering resilience and growing a resilient mind-set.

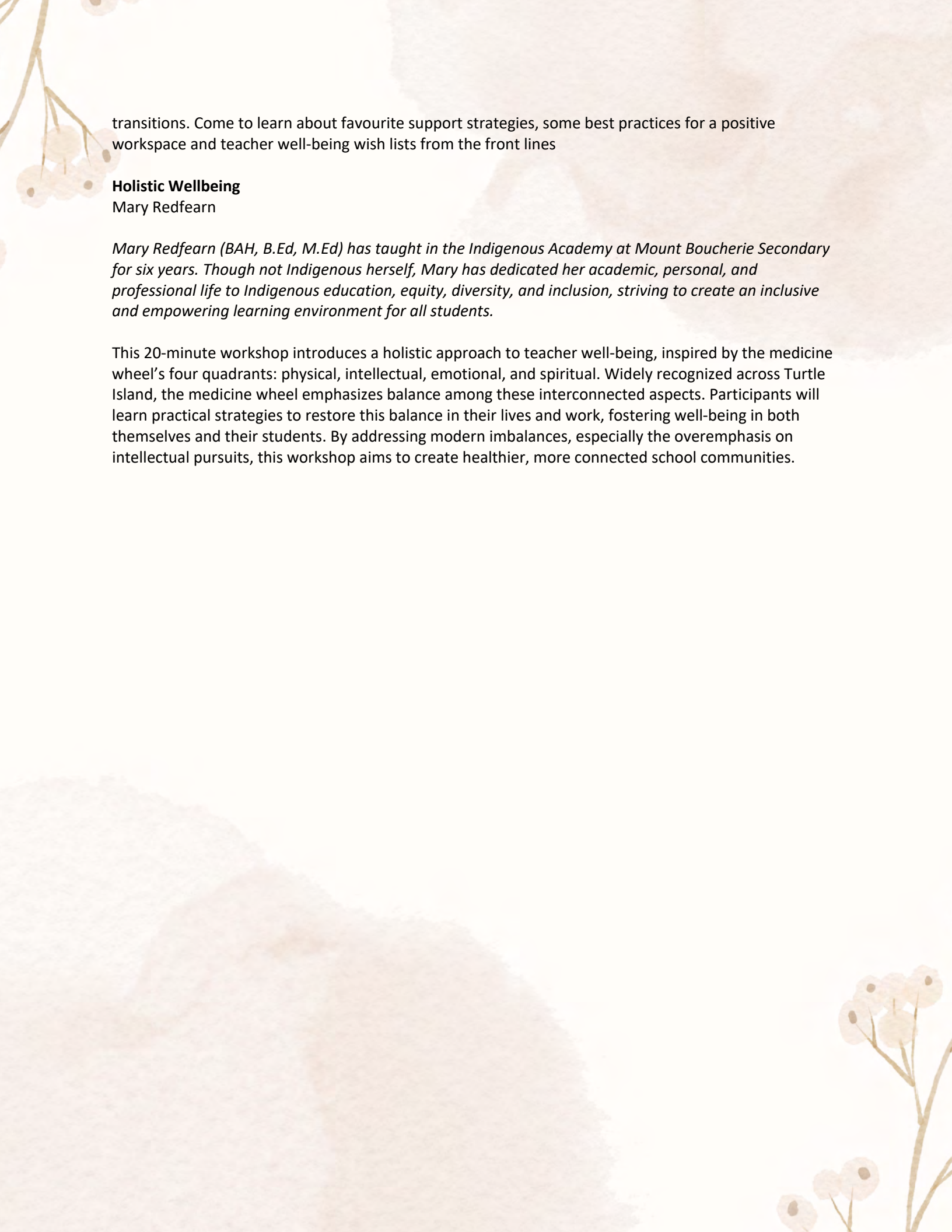
“So, the Principal Isn't Coming Back, Now What?” How to Navigate Unexpected Change in Stressful Times.

Kimberlee Johnston

With over 30 years in education, including 10 years as an administrator, Kimberlee Johnston, M.Ed., OCT, brings extensive expertise to her work. A certified coach and board-level consultant, Kimberlee has presented across Ontario, sharing ways to create a positive workspace. Specializing in ESL and Drama, she embraces the improvisational "yes, and" approach to education. In 2022, she founded Recess Coaching and Consulting to help educators and administrators rediscover "Recess Joy" through personalized coaching.

As a “Casual Principal”, Kimberlee has supported multiple school sites in suburban Ontario experiencing the unexpected extended absence of an administrator. Through these experiences she has gathered firsthand examples of what teachers and co-administrators need to make it successfully though these





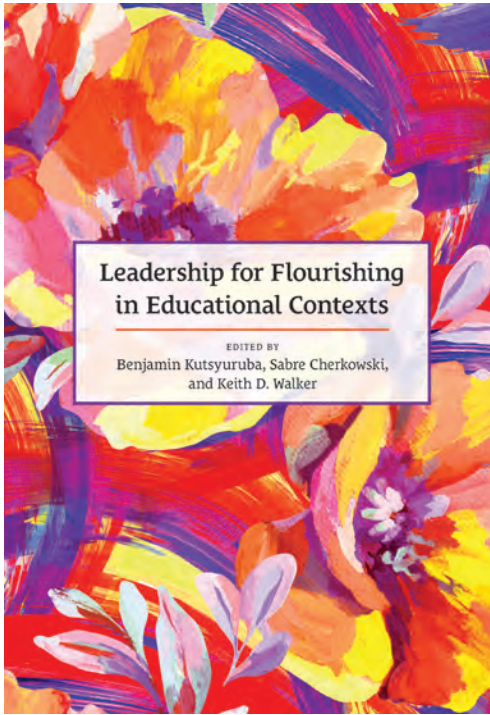
transitions. Come to learn about favourite support strategies, some best practices for a positive workspace and teacher well-being wish lists from the front lines

Holistic Wellbeing

Mary Redfearn

Mary Redfearn (BAH, B.Ed, M.Ed) has taught in the Indigenous Academy at Mount Boucherie Secondary for six years. Though not Indigenous herself, Mary has dedicated her academic, personal, and professional life to Indigenous education, equity, diversity, and inclusion, striving to create an inclusive and empowering learning environment for all students.

This 20-minute workshop introduces a holistic approach to teacher well-being, inspired by the medicine wheel's four quadrants: physical, intellectual, emotional, and spiritual. Widely recognized across Turtle Island, the medicine wheel emphasizes balance among these interconnected aspects. Participants will learn practical strategies to restore this balance in their lives and work, fostering well-being in both themselves and their students. By addressing modern imbalances, especially the overemphasis on intellectual pursuits, this workshop aims to create healthier, more connected school communities.



Leadership for Flourishing in Educational Contexts *Linking Ways of Knowing to Knowledge Creation*

Edited by Benjamin Kutsyuruba, Sabre Cherkowski,
and Keith D. Walker

December 2021 | 358 pages

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ABOUT THE TEXT

Featuring voices from academics, practitioners, school system leaders, school administrators, and graduate students from across Canada and abroad, this unique edited collection offers conceptual discussions and empirical examples of leadership for flourishing in a variety of educational contexts. *Leadership for Flourishing in Educational Contexts* affirms that by fostering positive leadership, striving for well-being, and encouraging flourishing for all,

significant benefits and new potentials will be felt throughout the learning communities.

Grounded in theoretical approaches of positive leadership, positive psychology, and positive organizational scholarship, the accounts from K–12, post-secondary, and professional contexts explore the impacts and influences of leadership at all levels of education. Editors and chapter authors describe their research findings and first-hand experiences of supporting educators and school leaders in learning how to grow their agentic role for fostering well-being among all members of the community. The book is divided into three sections: stories of school-level flourishing, stories of personal professional flourishing, and stories of the impacts and influences of positive leadership in various educational contexts.

Engaging and practical, this book encourages readers to reflect on the topics through discussion questions and to apply the learning to their own educational and organizational settings. This positively oriented volume will be invaluable for students of educational leadership, education administration, and organizational studies in education, in North America and beyond.

ABOUT THE EDITORS

Dr. Benjamin Kutsyuruba is a Professor of Educational Policy, Leadership, and School Law at Queen's University.

Dr. Sabre Cherkowski is a Professor and Director of Graduate programs in Education at UBC Okanagan.

Dr. Keith D. Walker is a Professor of Educational Administration at the College of Education at the University of Saskatchewan.

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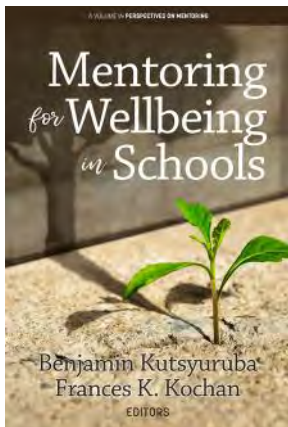
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About the Contributors



Mentoring for Wellbeing in Schools

Edited by **Benjamin Kutsyuruba**, *Queen's University*
and **Frances K. Kochan**, *Auburn University*

A volume in **Perspectives on Mentoring**
Series Editor *Benjamin Kutsyuruba, Queen's University*

This volume of the *Perspectives on Mentoring* Series explores the role of mentoring in promoting wellbeing of both mentees or protégés and mentors in K-12 school settings. At its core, mentoring is about helping, advising, supporting, and guiding mentees and protégés to gain a wide variety of skills, abilities, and/or attributes. Another outcome of mentoring, less often discussed, is the positive impact it can have on the mental health and wellbeing of both the mentor and mentee. Of particular interest for this edited volume is how mentoring can promote mental health, build resilience, and develop capacity to maintain and sustain emotional, psychological, and social wellbeing for all in the K-12 school settings. The notion of wellbeing, in general, includes both hedonic aspects of feeling good (positive emotions) and

eudemonic (conducive to happiness) aspects of living well that entail experiences of positive relationships, meaningfulness in life and work, senses of mastery and personal growth, autonomy, and achievement.

This edited volume expands and adds to the existing literature on mentoring in schools, by offering a collection of works that examine the connection between mentorship and wellbeing. This volume includes chapters that describe effective mentoring for wellbeing, detail positive approaches to mentoring youth, offer recommendations for growing the wellbeing of pre-service teachers, early career teachers, and mid-late career teachers, illustrate approaches to growing a community of educators through mentoring and developing teacher leaders as agents of change and facilitators of wellbeing, and discuss studies and models for nurturing and promoting wellbeing among and through school leaders in national and international settings. Through these chapters, authors advocate for greater attention to how to support and nurture wellbeing as central to mentorship efforts in K-12 school settings.

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ENDORSEMENTS:

Mentoring for Wellbeing in Schools shines light on wellbeing in studies of mentoring in K-12 education. This collection provides researchers, practitioners, and policymakers alike with a rich array of wellbeing in mentoring relationships—not as an add-on feature of mentorship but rather an essential aspect of mentors' support and role. As demonstrated from various perspectives, a culture of wellbeing in schools has multiple benefits for people and organizational cultures, including teacher and leader preparation. Readers, especially those concerned with the flourishing of schools in a pandemic world, will walk away better prepared to make mentoring work.— Carol A. Mullen, Virginia Tech

Effectively marshalled by Kutsyuruba and Kochan, respected international authorities on mentoring, the authors provide a wealth of examples and guidance on much-needed means of promoting wellbeing and human flourishing in schools. Given the vast number of threats and impediments to the wellbeing of students, trainee teachers, established teachers, and principals worldwide, this work is extremely timely. Arguably, it should be compulsory reading for school principals, mentors, teacher educators, mentor trainers, education researchers in these spaces, and – perhaps more importantly – anyone who holds public office and makes or has the capacity to influence decisions which impact the work of school teachers and principals. — Andrew J. Hobson, University of Brighton, UK

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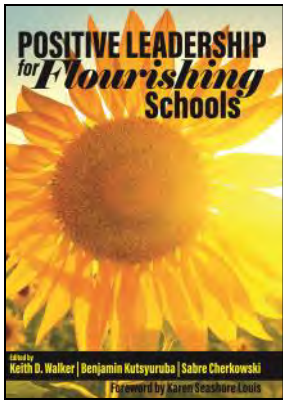
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Positive Leadership for Flourishing Schools

Edited by: **Keith D. Walker**, *University of Saskatchewan*
Benjamin Kutsyuruba, *Queen's University*
and **Sabre Cherkowski**, *University of British Columbia*

Most educators will agree that they would love to see each student and staff member in schools flourish. Furthermore, it would be great to see entire communities experience the transformative power of circumstances that feature happy and vibrant learning. However, what does it mean to experience flourishing in schools? What is the role of positive leadership in this process? What can we learn from inquiring into the positive emotional and social aspects of the work of school leaders? Building on our research on flourishing in schools, this book highlights the stories and perspectives of educators and school leaders at all levels of the school system and demonstrate the intricacies of how positive leadership contributes to well-being in schools and encourages flourishing in these schools.

This book aligns with a growing shift in psychology and organizational studies to frame research using phenomena and constructs such as resilience, compassion, hope, efficacy, self-determination and meaningfulness at work and in other areas of life. Research findings from the disciplines of both positive psychology and positive organization studies bring these positive research intelligences into the field of education to study what works in school leadership practices, what goes well, what supports growth, and what brings vitality to people in school organizations. Research in positive psychology contends that attending to the strengths, positive outlooks, habits and mental models, as opposed to a deficit-oriented perspective, is beneficial to increasing subjective well-being, by increasing resilience, vitality, and happiness and decreasing stress, anxiety, and depression. How we imagine leading, teaching and learning in schools are implicated in these understandings and help us to contemplate the benefits of focus positive leadership in school organizations. Powerful insights into human inquiry and positive psychology are gained through qualitative study and most of the chapters of this book are grounded in such research.

Importantly, chapters in this book provide a varied repertoire of answers to the question that underpins this shift in research toward a positive organizational perspective: How does positive leadership leverage what works well to instill in each community member a sense of their value and capacity to contribute, encourage wellbeing for all and create school contexts of flourishing? This edited collection provides many examples, invitations, and inspiration for readers to notice in their own contexts in ways that encourage them to shift and grow through moving toward appreciative, strengths-based, positive approaches to teaching, learning, and, especially, leading in all school contexts.

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BOOKS AUTHORED AND MATERIALS DEVELOPED BY FELLOW ATTENDEES

Attendee	Resources
Astrid Kendrick	Www.heartcareeducators.ca
Carman Murray	https://a.co/d/9eoKwr4
Danielle Denichaud	https://annagriffith.ca/embracing-our-shared-destiny-embodiment-radical-tenderness-in-regenerative-education-with-danielle-denichaud/
Fei Wang	https://edst-educ.sites.olt.ubc.ca/files/2022/10/Psychological-Safety-of-School-Administrators-v7-Final.pdf
Gail Markin	https://www.gailmarkin.ca/
Gilly Thomas	https://satt.ca
Jennifer Suratos	https://blogs.ubc.ca/artsstaffchoir/
Jessie Rivest	www.yinforthewin.com
Kimberlee Johnston	https://recesscoachingandconsulting.ca/
Laura Sokal	RISE-Research-Lab.com
Lesley Eblie Trudel	https://utorontopress.com/9781487543525/well-being-and-well-becoming-in-schools/?srslid=AfmBOooDcQpOI9tDOHSbs-qfo94iY-0lAVCUY-Awb4-UpApGsAsIOakq , https://www.rise-research-lab.com/
Lisa Baylis	Self-Compassion for Educators
Lisa M Everitt	https://heartcareeducators.ca/
Mauricio Rojas	www.weareinterwoven.ca , https://hundred.org/en/innovations/educating-for-wellbeing-ew
Nicole Johnson	https://source.sheridancollege.ca/centres_sgg_2023_trauma_education/1/
Noa Daniel	https://www.infoagepub.com/products/Mentoring-for-Wellbeing-in-Schools
Sonia Di Maulo	https://www.theappleintheorchard.ca/
Stephen MacGregor	https://www.edcan.ca/articles/a-call-to-action-school-leaders-needed-for-student-mental-health/
Vidya Shah	https://www.yorku.ca/edu/unleading/

ADDITIONAL RESOURCES RECOMMENDED BY ATTENDEES

Jo Chrona Blog
Ensouling Our Schools by Jennifer Katz
https://www.happyteacherrevolution.com/book
Me and My Sit Spot by Lauren Maclean



Thank You

Thank you for attending the Research Forum on Educator Wellbeing. We look forward to carrying on conversations and building relationships toward growing research and practice for educator wellbeing across multiple contexts.

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We acknowledge that this event was held on the unceded and ancestral Territory of the Syilx Okanagan people.

Sincerely,

*Dr. Sabre Cherkowski, Dr. Karen Ragoonaden, Dr. Keith Walker, Dr. Tim Claypool
Dr. Benjamin Kutsiyuruba, Dr. Lorraine Godden*



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