



# 5TH ANNUAL INTERNATIONAL CONFERENCE

## CRITICAL LEADERSHIP TOWARDS RESISTANCE AND TRANSFORMATIVE CHANGE

OCTOBER 17 - 19, 2024

Conference Program

*Keynote Speaker*

*Welcome Address*



**Pontso Moorosi, PhD**  
Associate Professor of  
Educational Leadership  
University of Warwick



**Ann Lopez, PhD**  
Director, Centre for Leadership  
and Diversity  
Professor, Educational  
Leadership & Policy, OISE  
University of Toronto





# IN PERSON CONFERENCE PROGRAM

**DAY 1: Friday, October 18, 2024**

REGISTER [here](#)

(All times are Eastern Standard Time)

## ABSTRACTS FOR PAPERS ARE AT THE END OF THE PROGRAM

\* Please note that each presentation has 15 minutes, and we ask the chair of each session to facilitate the presentations in the order listed in the program, keep time, and moderate questions afterward. Please find our CLD core members at the registration table for any questions.

8:00am	<p style="text-align: center;"><b>Registration begins</b> <b>6<sup>th</sup> Floor Lobby</b></p>	
8:45 – 9:00am	<b>Library</b>	<p style="text-align: center;"><b>LAND ACKNOWLEDGEMENT</b></p> <p style="text-align: center;">Dr. Fatema Hossain, Centre for Leadership and Diversity Core Team OISE, University of Toronto</p> <p style="text-align: center;"><b>GREETINGS</b></p> <p style="text-align: center;">Prof Ann Lopez, Director, Centre for Leadership and Diversity, OISE, University of Toronto</p> <p style="text-align: center;"><b>CONFERENCE LOGISTICS</b></p> <p style="text-align: center;">Yvonne Chan, Centre for Leadership and Diversity Core Team OISE, University of Toronto</p>
9:00-9:45am	<b>Library</b>	<p style="text-align: center;"><b>KEYNOTE ADDRESS</b></p> <p style="text-align: center;"><b>Dr. Pontso Moorosi</b> University of Warwick, United Kingdom</p> <p style="text-align: center;"><i>Critical Leadership Towards Resistance and Transformative Change: Re-Imagining School Leadership Development in Post-Colonial Africa</i></p> <p style="text-align: center;"><b>Introduction and Chair:</b> <b>Prof Ann Lopez, Director, Centre for Leadership and Diversity</b> <b>OISE, University of Toronto</b></p>



<p><b>9:50 – 11:05am</b></p>	<p><b>Session 1A  Room  5-240</b></p>	<p><b>Chair: Dr. Zuhra Abawi</b></p> <p><b>Presenters:</b></p> <p><b>Dr. Ardavan Eizadirad, Mr. Devon Jones, &amp; Mr. Greg Leslie</b> Wilfrid Laurier University, Ontario, Canada; Youth Association for Academics, Athletics &amp; Character Education <i>Remembering Lost Lives and Collective Healing from Trauma: Homicides, Incarceration, and Pain-Driven Advocacy in the Jane and Finch Community</i></p> <p><b>Mr. Jeffrey Hall</b> OISE, University of Toronto, Ontario, Canada <i>"I Just Love Working with These Students": Disability and the Normative (and Normalized) Violence of Education</i></p> <p><b>Dr. Rod Missaghian</b> OISE, University of Toronto, Ontario, Canada <i>Examining Concerted Cultivation Through the Lens of Autism: How Disability Studies can Offer Social Inequality of Parenting Research a Valuable Perspective</i></p> <p><b>Ms. Alice Romo</b> OISE, University of Toronto, Ontario, Canada <i>Effects of Police in Schools on Suspensions, Student Arrests and School Safety</i></p>
	<p><b>Session 1B  Room  7-162</b></p>	<p><b>Chair: Dr. Ann Lopez</b></p> <p><b>Presenters:</b></p> <p><b>Mrs. Tamara Scott McFarlane</b> University of West Indies, Mona/Excelsior Community College, Jamaica <i>The Implications of Exploring the Lived Curriculum Experiences of Students in Second Chance Education Programmes: A Concept Paper</i></p> <p><b>Ms. Yolanda Henry</b> University of West Indies &amp; Excelsior Community College, Jamaica <i>Multigenerational Workforce Dynamics: Strategies for Enhancing Collaboration and Knowledge Transfer</i></p> <p><b>Dr. Katherine Blouin, Mr. Asim Hussain Jenna Maingot, Dr. Clelia O. Rodriguez, Awsémoon Shab</b> University of Toronto, Seeds for Change, United Kingdom <i>Convocation Ceremonies as Spaces of Epistemic Justice</i></p>
<p><b>11:10am – 12:25pm</b></p>	<p><b>Session 2A  Room  5-240</b></p>	<p><b>Chair: Dr. Said Sidani</b></p> <p><b>Presenters:</b></p> <p><b>Mr. Izzeddin Hawamda</b> University of Manitoba, Manitoba, Canada <i>Ahlan W Sahlan- Personal Memoir- 'Power of Stories'</i></p> <p><b>Mr. Jackson Maina Shaa</b> Texas Tech University, USA <i>Decolonizing Kenya's Education: Understanding and Mitigating the Perpetuation of Violence Through Indigenous Language and Culture</i></p>



<p><b>11:10am – 12:25pm</b></p>		<p><b>Dr. Anila Zainub</b> <b>HE Solution</b> <i>Decolonial Pedagogy and Adult Muslim immigrants in Canadian Higher Education</i></p> <p><b>Ms. Amy Abe</b> <b>Bishop’s University, Quebec, Canada</b> <i>The Unbearable Whiteness of Being: Breaking Patterns, Changing Habits, and Reconnecting in EDI-AR Leadership</i></p>
	<p><b>Session 2B</b></p> <p><b>Room  7-162</b></p>	<p><b>Chair: Dr. Kaschka Watson</b></p> <p><b>Presenters:</b> <b>Mr. Aman</b> <b>Factors Education</b> <i>Safe and Constitutional AI in Education</i></p> <p><b>Ms. Tanisha Evans and Mr. Tevon Fray</b> <b>Youth Association for Academics, Athletics &amp; Character Education</b> <i>Using a Public Health Approach to Mitigate Community Violence: Impact of YAAACE’s TO Wards Peace and New Narrative Programs in the Jane and Finch Community</i></p> <p><b>Ms. Rose Chumba</b> <b>Texas Tech University, USA</b> <i>Creating Online Safe Spaces for Dialogue to Address Mental Health Effects of Youth Unemployment in Kenya</i></p> <p><b>Ms. Ifat Razzaque</b> <b>OISE, University of Toronto, Ontario, Canada</b> <i>School Leaders Planning for Social and Emotional Learning –An Empathic Approach to Learning</i></p>
<p><b>12:30 – 1:15pm</b></p>	<p><b>LUNCH</b></p> <p><b>Room TBD</b></p>	
<p><b>1:15 – 2:30pm</b></p>	<p><b>Session 3A</b></p> <p><b>Room  5-240</b></p>	<p><b>Chair: Dr. Emma Harden-Wolfson</b></p> <p><b>Presenters:</b> <b>Ms. Shelly Khushal</b> <b>OISE, University of Toronto, Ontario, Canada</b> <i>The Dissonance Between Policy &amp; Practice: A Case Study of the Implementation of Human Rights in Ontario Schools to Combat Racism and Inequities in Education and Schooling and the Pivotal Role of Leadership</i></p> <p><b>Mrs. Lilian Obazei</b> <b>University of Toronto, Ontario, Canada</b> <i>How Do School Leaders Support the Academic Success of Students from Low-Income Communities to Bridge Achievement Gaps for Equitable Education?</i></p> <p><b>Dr. Janelle Joseph &amp; Ms. Jasmine Lew</b></p>



1:15 – 2:30pm		<p><b>University of Toronto, Ontario, Canada</b> <i>Learning to Lead: An Embodied Decolonial Approach to Movement and Leadership Skill Development for Racialized Womxn</i></p> <p><b>Dr. Kaschka R. Watson</b> <b>Brock University, Ontario, Canada</b> <i>Staying the Course: Black Professors Challenging Systemic Inequities Through Research Activism</i></p>
	<p><b>Session 3B</b></p> <p><b>Room 7-162</b></p>	<p><b>Chair: Dr. Dionisio Nyaga</b></p> <p><b>Presenters:</b> <b>Mr. Nosakhare Alex Ihama</b> <b>Canadian Congress on Inclusive Diversity &amp; Workplace Equity</b> <i>Critical Leadership Towards Resistance and Transformative Change</i></p> <p><b>Dr. Tesha M. Thompson</b> <b>Shortwood Teachers College, Jamaica</b> <i>The Coin: A Transformational School Leader Leaves a Legacy</i></p> <p><b>Miss Abigail Lee</b> <b>OISE, University of Toronto, Ontario, Canada</b> <i>LeaJderOshYip</i></p>
2:35 – 3:50pm		<p><b>Chair: Dr. Beyhan Farhadi</b></p> <p><b>Presenters:</b> <b>Dr. Janelle Joseph, Marika Warner, Dr. Kaleigh Pennock</b> <b>University of Toronto, Ontario, Canada; Maple Leaf Sports &amp; Entertainment; University of Waterloo, Ontario, Canada</b> <i>A Hockey Coach Education Program for Racialized Youth: Promising Practices for Sports Leadership</i></p>
	<p><b>Session 4A</b></p> <p><b>Room 5-240</b></p>	<p><b>Dr. Karine Coen-Sanchez</b> <b>University of Ottawa, Ottawa, Canada</b> <i>Blackness and Cultural Capital among Afro-Caribbeans in Canada</i></p> <p><b>Dr. Abigail Salole, Ms. Esrah Akasha, Ms. Rodresa Aryee, Ms. Yasmin Hashi, Ms. Rachel White</b> <b>Toronto Metropolitan University, Ontario, Canada; University of Toronto, Ontario, Canada; York University, Ontario, Canada</b> <i>Radical Joy and Connections, For Indigenous and Black Youth</i></p> <p><b>Dr. Jamila Maliha</b> <b>Western University, Ontario, Canada</b> <i>"There's a Camel in My Office" Nurturing Agents of Transformation: Equipping School Leaders to Combat Systemic Racism and Foster Inclusive Communities</i></p>
	<b>Session 4B</b>	<p><b>Chair: Shelly Khushal</b></p> <p><b>Presenters:</b> <b>Ms. Amy Abe</b></p>





<p><b>2:35 – 3:50pm</b></p>	<p><b>Room</b></p> <p><b>7-162</b></p>	<p><b>Bishop's University, Quebec, Canada</b> <i>The Inescapable Network of Mutuality: Advancing Equity, Inclusion, and Decolonization in Policy and Planning</i></p> <p><b>Mr. Gonzaga Robert Mukasa, Mr. Peter Kayondo, Ms. Namuyimbwa Betty</b> <b>Texas Tech University, USA, St. Catherine College Nakinyuguzi, Uganda</b> <b>Martyrs University Nkozi, Uganda</b> <i>Harnessing The Rhizome as a Metaphor and Theory to Decolonize Education Leadership</i></p> <p><b>Ms. Hardeep Shergill</b> <b>OISE, University of Toronto and Toronto District School Board, Ontario, Canada</b> <i>Anti-Racist and Anti-Colonial Pedagogy in Early Years Literacy</i></p> <p><b>Ms. Sara Pagliaro</b> <b>OISE, University of Toronto, Ontario, Canada</b> <i>Transcending the Classroom: Re-imagining Social Justice Education for K-12 Teachers in the Greater Toronto Area</i></p>
<p><b>3:50 - 4:05pm</b></p>	<p><b>BREAK</b></p>	
<p><b>4:05 – 5:20 pm</b></p>	<p><b>Session 5A</b></p> <p><b>Room 5-240</b></p>	<p><b>Chair: Dr. Anna Katyn Chmielewski</b></p> <p><b>Presenters:</b> <b>Ms. Shanique Walker &amp; Mrs. Janice Julal</b> <b>Mission Achievement and Success Charter School</b> <i>No Excuses, Only Results: How Minority and Marginalized Students Succeed in a Charter School</i></p> <p><b>Dr. Tayyibah Roohi</b> <b>University of Education, Lahore, Pakistan</b> <i>Strategic Navigator: Adopting Resilient Leadership in Turbulent Times</i></p> <p><b>Ms. Hongling Liu &amp; Ms. Tao Lin</b> <b>University of Toronto, Ontario, Canada</b> <i>Education in a Global Context of Challenge and Change: How Do International Students Experience College and University in Canada?</i></p> <p><b>Mrs. Tahseen Chowdhury</b> <b>Uthando Consulting Group</b> <i>Certification Trauma: The Psychological Impacts of 1st Generation Immigrants Professionally Re-Accredited in Canada</i></p> <p><b>*Announcements by CLD Team</b></p>
	<p><b>Session 5B</b></p> <p><b>Room</b></p>	<p><b>Chair: Dr. Phoebe Kang</b></p> <p><b>Presenters:</b> <b>Mrs. Isabel Margarita Nunez Carbullanca</b></p>



<p>4:05 – 5:20 pm</p>	<p>7-162</p>	<p><b>University of Toronto, Ontario, Canada</b> <i>A Systematic Literature Review on the Practice Turn of Leadership: Analyzing New Perspectives for Studying Educational Policy in Disruptive Times</i></p> <p><b>Ms. Benedicta Senam Lartey &amp; Mr. Johnson Sennah Kofi Gilbert</b> <b>University of Cape Coast, University of Ghana, Ghana</b> <i>Enhancing Employee Performance in Public Media Tertiary Institutions in Ghana: The Organizational Culture Factor (Thematic Area- Educational Leadership- Emerging Practices That are Transforming Education and Learning)</i></p> <p><b>Dr. Elaine Fournier, Dr. Jacqueline Specht, Dr. Nicole Neil</b> <b>Western University, Ontario, Canada</b> <i>Who's in My Corner? The Impact of Inclusive Leadership on Parents' Experiences Navigating the Special Education System in Ontario</i></p> <p><b>Dr. Ardavan Eizadirad, Mrs. Tina-Nadia Gopal Chambers, Ms. Shena Blake Brown</b> <b>Wilfrid Laurier University, Ontario, Canada; Humber College, Ontario, Canada; Amadeusz</b> <i>Amadeusz's Prosper: Effective Reintegration of Adults Facing Firearm-Related Charges in Ontario, Canada</i></p> <p><b>*Announcements by CLD Team</b></p>
<p>5:30 – 7:30pm</p>	<p>Nexus Lounge</p>	<p><b>Celebration &amp; Conference Reception</b></p> <p>Awards to past CLD Directors, <b>Prof. John Portelli, Prof. Reva Joshee, &amp; Prof. Jim Ryan</b></p>

**DAY 2: Saturday, October 19, 2024**

REGISTER [here](#)  
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8:00am	<p style="text-align: center;"><b>REGISTRATION</b></p> <p style="text-align: center;">Room 8-280</p>	
9:00 – 9:20am	<b>Library</b>	<p style="text-align: center;"><b>LAND ACKNOWLEDGEMENT</b></p> <p style="text-align: center;">Lawrence DeMaeyer, Centre for Leadership and Diversity Graduate Assistant OISE, University of Toronto</p> <p style="text-align: center;"><b>WELCOME ADDRESS</b></p> <p style="text-align: center;"><b>Prof Ann Lopez, Director, Centre for Leadership and Diversity</b> OISE, University of Toronto</p> <p style="text-align: center;"><b>CONFERENCE LOGISTICS</b></p> <p style="text-align: center;">Shernett Auld, Centre for Leadership and Diversity Graduate Assistant OISE, University of Toronto</p>
9:20 – 9:35am	<b>Library</b>	<p style="text-align: center;"><b>DEAN'S WELCOME ADDRESS</b></p> <p style="text-align: center;"><b>Prof Erica Walker</b> Dean, OISE, University of Toronto</p> <p style="text-align: center;"><b>Introduction by Prof Ann Lopez, Director, Centre for Leadership and Diversity</b> OISE, University of Toronto</p>
9:45 – 11:00am	<b>Session 6A Room</b>	<p><b>Chair: Mr. Lawrence DeMaeyer</b></p> <p><b>Presenters:</b> <b>Munjeera Jefford</b> York University, Ontario, Canada; <i>Social and Political Thought</i> <i>Decolonizing Education Management</i></p>





	<p><b>8-220</b></p>	<p><b>Mrs. Cynanie Sawyers-Haylett</b> University of the West Indies, Mona, West Indies <i>Demystifying the Learning Leader: Leadership as Critical Praxis for Higher Education in Post-colonial Societies</i></p> <p><b>Dr. Gonzaga Robert Mukasa, Mr. John Hillary Balyejusa &amp; Mr. Joseph Mwogeza</b> Texas Tech University, USA, Kiira Arts, Centenary Bank, (Uganda) <i>Reimagining new Possibilities to Disturb the “Dash” Between Colonial and Modern Educational Leadership</i></p> <p><b>Mrs. Zeenia Ahmed</b> OISE, University of Toronto, Ontario, Canada <i>The Extraordinary Power of Ordinary People: Exploring the Impact of Community Engagement on Gender Equity in Education</i></p>
	<p><b>Session 6B</b></p> <p><b>Room 8-214</b></p>	<p><b>Chair: Ms. Zainab Zafar</b></p> <p><b>Presenters:</b> <b>Dr. Zuhra Abawi &amp; Dr. Natasha Burford</b> Niagara University, New York, USA; Toronto District School Board, Ontario, Canada <i>Contesting Belonging: Analyzing the Impact of Leadership on Teacher Readiness to Support Refugee Students</i></p> <p><b>Dr. James Nwabianke Onukwu</b> Federal University Otuoke, Nigeria <i>Managing Higher Education for Equity in Times of Disruption</i></p> <p><b>Mrs. Ghofran Alyass &amp; Mrs. Abigail Buist</b> BeyondAbilities International, OISE, University of Toronto, Ontario, Canada <i>Accommodation Processes in Higher Education: Is This Inclusion?</i></p> <p><b>Ms. Rexella Dwomoh &amp; Dr. Laura Mullins</b> Brock University, Ontario, Canada <i>Challenging and Addressing Historical, Political, and Social Contexts to Improve Accessibility for Black Students with Intellectual Disabilities in Higher Education</i></p>
<p><b>11:05am – 12:20pm</b></p>	<p><b>Session 7A</b></p> <p><b>Room 8-220</b></p>	<p><b>Chair: Ms. Merva Hutchinson</b></p> <p><b>Presenters:</b> <b>Mx. V West &amp; Derek Chen</b> Education Quality and Accountability Office (EQAO), Ontario, Canada <i>Show Them Your Heart: How EQAO Transformed Its Workplace in Pursuit of Equitable Large-Scale Assessments</i></p> <p><b>Mr. Lawrence DeMaeyer &amp; Dr. Ann Lopez</b> Ontario Principals' Council, OISE, University of Toronto, Ontario, Canada <i>Co-Constructing Leadership for Equity: An Anti-Oppressive Approach to Educational Leadership Learning</i></p> <p><b>Dr. Mukasa Robert Gonzaga, Mr. Chuka Abel</b> Texas Tech University, USA, Chuka Pharmacy and Chuka Child Aid Program in Uganda</p>



<p><b>11:05am – 12:20pm</b></p>		<p><i>Conviviality, and Decolonizing Educational Leadership</i></p> <p><b>Ms. Marie McLeod</b> University of Toronto, Ontario, Canada <i>Decolonial Epistemology for Transformative Resistance</i></p>
	<p><b>Session 7B</b></p> <p><b>Room 8-214</b></p>	<p><b>Chair: Ms. Dareen Fatimah</b></p> <p><b>Presenters:</b></p> <p><b>Mrs. Setusaga Jote Woldemichael</b> Menelik II Medical and Health Science College, Ethiopia <i>Inclusive Leadership: The Representation of Women in Leadership Role of Higher Education in Ethiopia</i></p> <p><b>Ms. Zainab Zafar &amp; Ms. Aurra Startup</b> University of Toronto, Ontario, Canada; York University, Ontario, Canada <i>Reclaiming Narratives - Muslim Women Navigating Activism in Educational Research: Implications and Recommendations for Educators</i></p> <p><b>Mrs. Eya Benhassine</b> Université de Montréal, Quebec, Canada <i>Gender Inequalities in Academic Careers in Sweden and Finland: A Comparative Analysis</i></p> <p><b>Ms. Shernett Auld</b> OISE, University of Toronto, Ontario, Canada <i>Exploring the Transition of University Professors to Positions of Additional Responsibility</i></p>
<p><b>12:25- 1:25pm</b></p>	<p><b>LUNCH</b></p> <p><b>Room 8-200</b></p>	
<p><b>1:25 – 2:25 pm</b></p>	<p><b>Session 8A</b></p> <p><b>Room 8-220</b></p>	<p><b>Chair: Dr. Ruth Childs</b></p> <p><b>Presenters:</b></p> <p><b>Mrs. Nisreen Alameddine &amp; Mr. Umar Qureshi</b> Brock University, Ontario, Canada; OISE, University of Toronto, Ontario, Canada <i>Empowering Educators Through Collaborative Inquiry: A Path Towards Reducing the Achievement Gap with a Social Justice Lens</i></p> <p><b>Ms. Lee Ju Hee</b> Multicultural Education Department, Hanyang University, South Korea <i>Enhancing Teacher Effectiveness: Analyzing Professional Identity Construction at the Primary Level in Myanmar</i></p> <p><b>Mrs. Netsanet Assefa Lafebo</b> Department of Accounting and Finance, the College of Business and Economics at Wachemo University, Ethiopia</p>



<p><b>1:25 – 2:25 pm</b></p>	<p><b>Session 8B</b>  <b>Room 8-214</b></p>	<p><i>Factors Affecting Teachers' Turnover Intention in Selected Public and Private Secondary School: A Case Study of Hossana Town, Hadiya Zone, SNNPR, Ethiopia</i></p> <p><b>Chair: Dr. Katina Pollock</b></p> <p><b>Presenters:</b>  <b>Mr. Binyam Demesew Moges</b>  <b>Krikos sub city health office, Ethiopia</b>  <i>Framework and Enforcement Strategy for Health Professions Regulation in Ethiopia</i></p> <p><b>Ms. Vennese Croasdaile</b>  <b>University of Toronto, Ontario, Canada</b>  <i>Autoethnography as Resistance: My Reflections on Exploring the Influence of the Indigenous Peoples of Jamaica on the Informal Economy Through the Eyes of Jamaican Elders</i></p> <p><b>Mrs. Omotoyosi (Toyosi) Ogunbanwo</b>  <b>Western University, Ontario, Canada</b>  <i>Principals Working in Schools Serving Low-Income Households in Urban Ontario During the Pandemic Recovery</i></p>
<p><b>2:30 – 2:45pm</b></p>	<p><b>Room 8-214</b></p>	<p><b>CLOSING REMARKS</b>  Dr. Ann Lopez  Director, Centre for Leadership and Diversity  OISE, University of Toronto</p>
<p><b>2:50 – 4:30pm</b></p>	<p><b>Nexus Lounge</b></p>	<p><b>Networking</b></p>
		<p><b>THANKS</b></p> <p>This Conference would not have been possible without the commitment and the collaborative efforts of University of Toronto Graduates &amp; Graduate Students</p> <p><b>CLD Core Team</b>  Yvonne Chan, Coordinator  Educational Leadership and Policy Program, OISE, University of Toronto</p> <p>Dr. Fatema Hossain (Assistant Coordinator)  Educational Leadership and Policy Program, OISE, University of Toronto</p> <p>Eun Gi (Cathy) Kim  Higher Education Program, OISE, University of Toronto</p> <p>Seo Young Lee  Adult Education &amp; Community Development Program, OISE, University of Toronto</p> <p>Parsa Shahid  Educational Leadership and Policy Program, OISE, University of Toronto</p> <p><b>Graduate Assistants</b>  Shernett Auld  Higher Education Program, OISE, University of Toronto</p>



Lawrence DeMaeyer

Educational Leadership and Policy Program, OISE, University of Toronto

**Volunteers**

Dr. Said Sidani

University of Toronto Mississauga

Merva Huchinson

Educational Leadership and Policy Program, OISE, University of Toronto

Dareen Fatimah

Educational Leadership and Policy Program, OISE, University of Toronto

Kirdeen Matthews-Hutchinson

Educational Leadership and Policy Program, OISE, University of Toronto



## ABSTRACTS

**Zuhra Abawi**  
**Niagara University**  
**Natasha Burford**

**Toronto District School Board**

***Contesting Belonging: Analyzing the Impact of Leadership on Teacher Readiness to Support Refugee Students***

Although international refugee laws guarantee the right of all refugee and asylum-seeking children and youth the right to an education in their host countries; many refugee children and families face significant barriers when trying to access education (Abawi, in press, 2024; Abdelaaty, 2021; Antony-Newman, 2023; Schutte, 2022; UNHCR, 2022). Canada is one of the top OECD destination countries for refugees, with Ontario, resettling the largest share of refugees in the country (Integral Human Development, 2024). While Canada is often discursively constructed as a global leader in human rights and diversity, Canada's policy responses to refugees is fraught by whiteness and settler colonialism at the nexus of the politics of deservingness. Studies suggest that Canadian teachers are poorly equipped to respond to the needs of refugee students, often conflating the lived experiences of refugees, immigrants and English Language Learners (Newman & Niyozov, 2023; Ratkovic et al, 2017; Schutte, 2022). Teachers often hold lower expectations of refugee students resulting in racist practices, notably: improper class placements and streaming (Abawi & Butler, 2021; Newman & Niyozov, 2023; Ratkovic et al, 2017). The paper explores how Ontario school administrators respond to and lead teachers to enact culturally responsive approaches to support refugee student integration. This qualitative study will analyze Ontario policies (Ministry and board level) pertaining to equity, antiracism education and refugee education through a Critical Discourse Analysis. Semi-structured interviews will also take place with practicing principals and vice-principals in publicly-funded K-12 schools. The work will be analyzed through an anti-colonial framework (Mignolo, 2017; Mignolo & Walsh, 2018; Patel, 2023) in order to contextualize how Eurocentric settler-colonial norms, whiteness and empire underpinning education continue to shape administrator conceptions of citizenship and belonging in schools and how such beliefs in turn influence how they lead teachers to support refugee students. Preliminary findings suggest a correlation between teacher and administrator mis/understandings of refugee students and current geo-political affairs resulting in racist practices. The research aims to understand the gaps in policy enactment, board endeavors, professional development, as and other resources for administrators to respond to and support teachers in meeting the unique needs of refugee students.

**Amy Abe**  
**Bishop's University**

***The Inescapable Network of Mutuality: Advancing Equity, Inclusion, and Decolonization in Policy and Planning***



In the intersecting realms of Equity, Diversity, Inclusion and Belonging (EDIB), Anti-Racism (AR), and decolonization, genuine progress necessitates active engagement and a paradigm shift towards relationality and inclusivity. This involves challenging ingrained perspectives and habits to both embrace and engage in diverse ways of learning, doing, and relating. Crucially, reframing from a Eurocentric to a pluriversal worldview is urgent, enabling the co-creation of meaningful knowledge, systems, and practices through diverse perspectives. This is especially true in strategic planning and policy writing, as these provide the frameworks through which institutions articulate their values, priorities, actions, and roadmaps, which can either empower people or restrict them in attending to EDIB and anti-racism. Integrating EDIB, AR, and decolonization practices in policy processes is essential to ensuring that these documents reflect the diverse needs and experiences of all stakeholders and contribute to social and institutional change. Amy Abe delves into the art of frame-shifting within strategic planning and policy writing, emphasizing the active pursuit of inclusivity and decolonization as integral to advancing EDIB and anti-racism progress and institutional culture change. Drawing from Bishop's University's successes and challenges in crafting its EDIB strategy with 400 community members, the presentation highlights a relational approach that prioritizes disruptive, inclusive, and relational ways of knowing and doing in planning and community engagement. This approach elevates the importance and sacredness of relationships (the who) and inclusive processes (the how) alongside the final product (the what). Abe's approach, employing techniques like Guided Autobiography and Narrative Métissage, fosters inclusivity, empowerment, and ownership. Abe's discussion centers on reconnection: disrupting entrenched viewpoints and habits, especially those reflective of cultures of racism, white supremacy, imperialism, or colonialism, to realign with human-centric, ethical approaches. These strategies aim to reconnect us to our values and strengthen community growth and accountability, particularly among privileged allies striving for solidarity with equity-deserving groups, paving the way for sustainable change. Abe invites discourse to explore the intricacies of implementing EDIB, anti-racism, and decolonization in practical contexts, emphasizing the practice of frame shifting to deepen comprehension and sustain momentum for long-term EDI efforts.

**Amy Abe**

**Bishop's University**

***The Unbearable Whiteness of Being: Breaking Patterns, Changing Habits, and Reconnecting in EDI-AR Leadership***

Unexamined whiteness can create the illusion of momentum while obstructing genuine change in the intersecting landscapes of social justice related work like EDI, anti-racism, and decolonization. Recognizing and addressing whiteness as a cultural and systemic phenomenon is an opportunity for white people to work in solidarity so that the work of disrupting these patterns and habits is approached collectively, fostering genuine collaboration beyond abstract understanding and intellectualization. By becoming aware of the pervasive influence of whiteness, the patterns and habits of whiteness, and engaging in collective efforts to dismantle them, individuals within white communities can undergo a process of self-discovery and reconnection. Through critical consciousness and collective action, we can reframe our engagement with EDI work as an expression of solidarity with equity-deserving communities. Amy Abe offers a reflective journey through her experiences as a white EDI-AR practitioner navigating whiteness in leadership. Recognizing and addressing whiteness as a cultural and systemic phenomenon, without merely intellectualizing it, offers a transformative opportunity for individuals to realign with their values, intentions, and impacts. Drawing from her insights, attendees will explore the complexities of addressing whiteness within EDI initiatives and anti-racism endeavors. Abe provides practical strategies for managing and negotiating whiteness within the context of EDI, including building community, unlearning biases, and organizing for collective action.





**Zeenia Ahmed**  
**OISE, University of Toronto**

***The Extraordinary Power of Ordinary People: Exploring the Impact of Community Engagement on Gender Equity in Education***

Gender equality in education has been a common discourse in global education policies and programs; however, universal interventions have often been limited in transforming gender injustices due to their hegemonic and normative linear approaches. This study argues that gender dynamics and ensuing gender issues vary in different contexts and thus, drawing on tenets of critical feminist theory and the human capability approach, emphasizes on the need to engage local communities for context-specific solutions for girls' educational issues by engaging local communities. Using a qualitative case-study method, which entailed in-depth interviews with non-governmental organizations (NGOs) actors along with document analysis, the study explores community engagement strategies facilitated by a local NGO in Pakistan and their potentials and limitations in fostering gender equity in education. The finding and analysis elucidate that mobilizing local resources and partnerships, accentuating girls and women's perspectives and role models as well as nurturing agency and ownership with respect to girls' educational issues can create a substantial impact. However, owing to the limitations of community engagement it also hints that such participatory, bottom-up approaches cannot fully succeed without external support from outside the community.

**Nisreen Alameddine**  
**Brock University**  
**Umar Qureshi**  
**OISE, University of Toronto**

***Empowering Educators Through Collaborative Inquiry: A Path Towards Reducing the Achievement Gap with a Social Justice Lens***

This presentation explores collaborative inquiry (CI) approaches, employing a social justice lens, as means of addressing the achievement gap as it intersects with students' socio-economic status in schools. Taking Donohoo's (2013) framework for collaborative inquiry as its base, this presentation will attempt to provide educators with an understanding of how CI can empower them to create learning environments that are both equitable and conducive to students' learning profiles (Baiden, 2019; Donohoo, 2013; Lee, 2018; Ontario Literacy and Numeracy Secretariat, 2007; Poultney, 2020). To ensure a responsive learning environment, it is necessary to examine the relationship between the achievement gap, educators' capacity, and instructional strategies. By doing so, educators and school leaders can cultivate CI culture in schools by critically examining pedagogical practices and beliefs to develop responsive educational strategies that acknowledge and leverage students' diverse competencies. (DeLuca et al., 2015; Sturgis & Casey, 2018; Uy et al., 2024). This critical examination would focus on addressing socio-economic related systemic and attitudinal barriers that perpetuate failure discourses in schools (Baiden, 2019; Ribay, 2024). In this light, a social justice lens is crucial in identifying these barriers that hinder students' educational achievements, and supports necessary to be transformational educators and leaders (Castagno, 2008; Delpit, 1998; Gorski, 2017; Lee, 2018; Shields, 2014; Zeichner, 2009). By applying this lens to CI, educators can work towards building their capacities and dismantling structures contributing to students' underachievement. Through CI, educators and school leaders engage in continuous professional growth, challenge their biases, and develop strategies to support students who are disadvantaged. This reflective process involves acknowledging their privileged positions, adopting humility, and committing to transformative pedagogy (Deppeler & Ainscow, 2016; Donohoo & Velasco, 2016; Waks, 2018). Ultimately, CI, viewed through a social

justice lens, builds teacher capacity and fosters equity by aiming to reduce the achievement gap (Garin & Glass, 2013).

**Ghofran Alyass**  
**BeyondAbilities International**  
**Abigail Buist**

**OISE, University of Toronto**  
***How Do School Leaders Support the Academic Success of Students from Low-Income Communities to Bridge Achievement Gaps for Equitable Education?***

It is often assumed that when higher education institutions provide academic accommodations for disabled students/ students with disabilities they are making the education and spaces where students are learning inclusive. In that claim higher education institutions and those working within them are overlooking the bureaucratic processes that are being employed for students to access the accommodations necessary for their learning to take place in a standardized education system. These bureaucratic practices are not making the higher education system inclusive but are making it exclusive by creating more work and more barriers for students with disabilities. when students are asked to do certain things to access the accommodations they need to learn within the current education system, accommodations are no longer in favor and do not make learning easier, and more importantly they are conditional and a privilege that students are given instead of a right that they deserve. In this presentation, the central question is how is the accommodation process making education more inclusive of students with disabilities if those who are non-disabled do not have to go through the same bureaucratic processes as students with disabilities. This presentation will respond to the central question and expose the harsh realities of the education system first by talking about the steps necessary to register with accessibility services in post-secondary education in Ontario and take the University of Toronto as its example to contextualize the issue, the presentation will then draw on Navi Dhanota's experience to show how bureaucratic, ableist and unrealistic the accommodations process is, thirdly the presentation will discuss the advocacy work and changes that Dhanota advocated for, the presentation will then discuss what has changed since Dhanota's advocacy, the presentation will then conclude with drawing attention that the education system, particularly in higher education, is still exclusive and finally provide recommendations for improvement. The ableism in education that persists is an important issue to discuss because, despite the claims of institutions that they are creating inclusive and barrier-free education, the reality that is witnessed by students and educators shows that the higher education system is exclusive as a result of the accommodation practices that influence teaching practices within classrooms.

**Aman**  
**Factors Education**  
***Safe and Constitutional AI in Education***

This session will inform attendees how bias in generative AI can be limited with constitutional AI and the policies educators must follow to ensure that the AI tools they are using are compliant. Attendees will learn how to create chatbots in order to assess student knowledge and collect data. Attendees will also see how AI can be leveraged to provide them real-time insights into student's knowledge and emotions. Moreover, attendees will learn how they can differentiate and personalize learning through Artificial Intelligence.



**Shernett Auld**

**OISE, University of Toronto**

***Exploring the Transition of University Professors to Positions of Additional Responsibility***

Effective leadership by academic administrators is an area of significant relevance to self-governing institutions in higher education. The success of universities is dependent upon a high degree of competent performance from professors and researchers of varying ranks, particularly those who assume positions of additional responsibility (PAR). These PAR include, but are not limited to, department chairs, deans, and associate deans. Most universities do not adequately prepare faculty for the challenges of PAR, leading newly appointed academic administrators to experience needless stress and to be less effective administrators, particularly in their early years in these positions. Although the higher education literature contains an abundance of research about university presidents, academic deans, and department chairs, research that focuses specifically on these role transitions is sparse. This study explored faculty members' transitional experiences to PAR and sought to determine how they were prepared for their administrative role, what challenges they faced, and how they were supported in their role. With the aid of purposeful sampling, six participants from within two faculties at a southern Ontario university participated in this study. Semi-structured interviews were used. The data gathered were analyzed using a combination of qualitative coding and thematic analysis. Respondents revealed that they were unprepared for leadership roles, they faced challenges related to "human and people" and budget administration, and 50% of them received more informal than formal support. Given the associated complexities with PAR that were discovered, universities are encouraged to offer not just a set of 1 or 2-hour orientation sessions to prepare the professoriate for PAR but also to facilitate onboarding, job shadowing, and post-appointment professional training programs. Recommendations suggested by participants to support smoother faculty transitions to PAR include formal transitional arrangements, formal leadership training and formal mentoring.

*Keywords:* higher education, academic leadership, transition, Department Chairs, Deans, Associate Deans

**Eya Benhassine**

**Université de Montréal**

***Gender Inequalities in Academic Careers in Sweden and Finland: A Comparative Analysis***

Professional gender segregation, defined as the different distribution of women and men across professions and sectors, remains a significant concern for both scientific research and public policy (Gita, Larivière, & Beaudry, 2018). Despite comprehensive national, regional, and local legislation, plans, and directives promoting gender equality across Western countries, women still face numerous cultural and structural barriers in their career trajectories, particularly in academia. Scandinavian countries, renowned for their democratic social systems and significant investment in research and innovation, are not exempt from these issues. In fact, the "Nordic Gender Paradox" (Helgesson & Sjögren, 2019; Acker et al., 2024) highlights persistent gender inequalities experienced by female university professors in these regions (Griffin & Vehviläinen, 2021). Research (Curtis, 2012; Hart & Cress, 2008; Sprague & Massoni, 2005; Wolfinger, Mason, and Goulden, 2009) has identified several forms of inequality in academia. To categorize these inequalities, we draw on Grisay's (2003) equality analysis grid, which delineates four dimensions: equality of access, treatment, success, and valuation of educational achievements. Although typically used to analyze educational inequalities (Benhassine, 2021; Birnet, 2019), this grid provides a comprehensive framework for understanding the multifaceted inequalities faced by university teachers. We have adapted this framework to three dimensions pertinent to academia: 1) access, 2) treatment, and 3) promotion. The first dimension addresses the inequalities women face in accessing the profession and hierarchical positions. The second dimension, treatment, encompasses disparities in working conditions, research funding, and salaries. The third dimension focuses on promotion, including securing permanent status and obtaining significant grants like research chairs. This presentation aims to evaluate these inequalities in the careers of university professors in Sweden and Finland. Using data from the Academic Profession in the Knowledge Society (APIKS) questionnaire,



we conduct a comparative gender analysis between the two countries. Our methodology includes a gender-based presentation of descriptive statistics, followed by a one-way between-subjects analysis of variance (ANOVA) and post-hoc t-tests to examine gender differences in access, treatment, and promotion inequalities. The findings reveal significant differences that warrant a detailed analysis of the academic employment landscape in Sweden and Finland.

**Katherine Blouin**  
**University of Toronto Scarborough**  
**Asim Hussain**  
**Jenna Maingot**  
**Clelia O. Rodriguez**  
**University of Toronto/Seeds for Change**  
**Awsémoon Shab**

***Gender Inequalities in Academic Careers in Sweden and Finland: A Comparative Analysis***

The collective intention of this panel is to ground, engage, disseminate and dialogue with a) the lifelong transformative teachings, b) boundless emergent lessons on the urgent leadership skills for humanized citizens in the 21st Century, c) innovative and practical solutions to mobilizing creative-just-sustainable pedagogies, and d) the embodiment of land-based ways of knowing planted throughout 62 days at the People's Circle encampment of the University of Toronto. To lead without Dignity is like eating seedless watermelons – it is not sustainable – it is destructive – it is harmful to life as we know it. To imagine new futures with regenerative seeds, we invite committed humans to literally do that: imagine them, respect them, protect them, nourish them. Our anti-patriarchal engagement in this panel stems from a shared affinity of understanding that #LandBack is Humanity's only compass to return to past visions of possibilities whose realities are interrupted every second by instant-made up violent forms of gratification in disguising networking as relationship building, appropriation and theft of intellect, patching abuse of power with legal colonial processes, rushed formulations and analysis of bodies in agonizing pain, blatant dismissal of visions that are not upheld by anything that is not within the confinements of whiteness, scanning bars, hypervigilance, written reports, robotic-like meetings adorned by a colorful slide on "Land Acknowledgment," proof of payment, fences, walls, borders, locks, bans, AI generated functions, terms and agreements proposed in grievances by white administrators whose signatures are authenticated by the dangerous illusion of safety and security. The teachings and learnings from the encampment at the University of Toronto offer multidimensional leadership models that shift, replace, renovate and reinvigorates the responsibility to humanize education in times of linguicide, scholasticide, ethnocide, femicide, genocide, and ecocide.  
Keywords: Land, Seeds, Sovereignty, settler colonialism; Palestine; student leadership, relationship building; narratives of the body; history; futuristic pedagogies of Liberation; genocide, linguicide; higher consciousness learning; violence; First Nation People's teaching values; Humanities, sovereignty; memory; commemoration and ceremonies

**Isabel Margarita Nunez Carbullanca**  
**University of Toronto**

***A Systematic Literature Review on the Practice Turn of Leadership: Analyzing New Perspectives for Studying Educational Policy in Disruptive Times***

This comprehensive paper conducts a systematic literature review to explore the portrayal of the practice turn in leadership over the past 20 years. It analyzes diverse approaches to conceptualizing leadership as a practice and investigates the extent to which these approaches might shed light on education policy studies. Methods: Utilizing a systematic literature review, a four-step search strategy with specific terms narrowed down to 33 relevant studies after title and abstract screening, full-text review, and additional snowballing. Thematic synthesis analysis was conducted using NVivo to identify and conceptualize themes and theoretical frameworks in the literature.



Findings: The analysis reveals the evolution of four perspectives related to the practice turn in leadership in academic literature: leading through a practice architecture lens (Wilkinson & Kemmis, 2015b); educational leadership as distributed practice (Spillane et al., 2004); leadership practices (Leithwood, 2017); and leadership as practice (Raelin, 2011). The study outlines the publication period, academic field, journal, and study types, and then analyzes their conceptualization, methodologies, limitations, and possibilities. Implications: The practice turn in leadership offers a context-based, complex perspective on educational leadership, integrating institutional, cultural, economic, and political contexts. It provides valuable insights into leadership practices during policy implementation. However, a significant research gap exists in empirical methods, highlighting the need for innovative data collection methodologies to better capture dynamic interactions between leading practices and policy contexts.

**Tahseen Chowdhury**  
**Uthando Consulting Group**  
***Certification Trauma: The Psychological Impacts of 1<sup>st</sup> Generation Immigrants Professionally Re-Accredited in Canada***

The traditional framework in attracting newcomer and immigrant talent to the Canadian work force has long created a colonial social imaginary, whereby access to western education is the best way for newcomers to achieve economic capital and experience upward mobility. I am interested in investigating the psychological and wellness impacts of this social imaginary on Black and brown older adults who landed in Canada during the 1990s, through the introduction of a new points-based system emphasising education, work experience, and language proficiency. The legacies of this shift in Canadian immigration policy towards attracting highly skilled immigrants continue to reverberate and maintain itself today. However, what were the consequences to adult 1st generation immigrants who had their international qualifications and experiences recognized in order to integrate more easily into the Canadian labour market, and how do their lived experiences compare to their peers who did not have the resources to seek re-accreditation? Newcomer immigrants to Canada are often urged to get re-accredited in their professional industries through the Canadian higher education system for several reasons, including regulatory compatibility, local standards of practice, ethical and legal frameworks, and for upskilling. However, the process of re-accreditation for newcomer immigrants in Canada, while aimed at ensuring compatibility with Canadian standards, does not inherently imply that these standards are superior or the only valid benchmarks. Moreover, they do not necessarily set up newcomers for long-term success in their respective professional development journeys within the Canadian labour system. I plan to conduct qualitative interviews with a small, purposively selected sample of Black and brown adults who immigrated to Canada during the 1990s in order to understand the nuances of their lived experiences navigating re-accreditation and whether it resulted in long-term physiological safety in their professional development through an enhanced sense of self. I intend to use these research findings to better resource and empower Black and brown adults immigrating to Canada today, with an enhanced trauma-informed perspective. I am very passionate about researching trauma-informed knowledge and care practices to better serve my clients, who are Black and brown prospective newcomers to Canada. I most recently co-authored a thematic issue entitled 'Designer migrant' or 'Backdoor migrant': Challenges of International Student Identity in Canada for the University of Ottawa's Collectif de recherche sur les migrations et le racismisme (COMIR). My primary research involved observing and classifying language related to international students in Canadian public discourse, finding that the field of post secondary education is increasingly steeped in the grammar of market economy, exploiting international students as idealized conduits for trade and commerce. With Black and African international students already having the most difficulty securing permission to visit Canada than travelers from any other continent, I have found that many of these youth view and accept discrimination as part of the cost of pursuing higher education in Canada, compounding the challenges of precarity they already face in juggling the legalities of their identities of student, migrant, and worker.





**Rose Chumba**  
**Texas Tech University**

***Creating Online Safe Spaces for Dialogue to Address Mental Health Effects of Youth Unemployment in Kenya***

This article examines safe discussion spaces using a qualitative approach to address youth unemployment's mental health effects in Kenya. Youth unemployment is widespread and causes stress, anxiety, and depression. This research examines how safe and supportive dialogue spaces may improve mental health outcomes using a thorough analysis of publications and empirical investigations. The studies show that persistent unemployment affects Kenyan adolescent mental health in several ways. In addition to financial burden, unemployment causes identity, purpose, and social isolation, creating more stress and despair. It is encouraged that young people communicate their experiences, anxieties, and ambitions in safe environments without judgment or stigma. Recent research has demonstrated that the establishment of safe spaces can engender a sense of community and belonging. Within these spaces, young individuals may disclose their experiences, offer one another support, and acquire strategies for coping with stress arising from unemployment. For optimal results, discussion venues should incorporate elements of cultural sensitivity, diversity, and competent facilitators who can moderate discussions and maintain a congenial atmosphere. Literature review case studies from many cultural and socio-economic circumstances show that meaningful discourse improves young mental health and well-being. These safe places reduce mental health stigma, strengthen social support networks, and allow young people to flourish personally and professionally. The review also shows that community leaders, legislators, and NGOs create and manage debate forums that can be useful in addressing issues of unemployment. It emphasizes the need for a comprehensive mental health and socio-economic approach to reduce young unemployment. This theoretical article proposes that safe discussion spaces are a powerful tool for addressing Kenyan adolescent unemployment-related psychological health concerns. These spaces may help jobless youth build resilience and well-being by encouraging open conversation and peer support. In addition, some research also shows that online content creation has become a new avenue for youth in Kenya to address unemployment through their initiatives. Therefore, this study recommends further research in this area.

**Karine Coen-Sanchez**  
**University of Ottawa**

***Blackness and Cultural Capital Among Afro-Caribbeans in Canada***

Blackness, as both a racial identity and a marker of cultural difference, inherently challenges and disrupts the hegemonic structures of dominant cultural capital. In this article, the author explores the nuances of Blackness and its meaning within a Canadian context, placing particular emphasis on the role of cultural capital among first and second-generation Haitian and Jamaican communities residing in Ontario and Quebec. Canada's proud slogan of being multicultural and inclusive is not a static concept but one that continues to evolve. Importantly, the sociocultural contributions of the Afro-Caribbean diaspora, which are constantly changing, make this a dynamic and engaging area of study, underscoring their significant role in shaping Canada's cultural landscape. Utilizing Yosso's (2005) framework, this study examines the different forms of cultural capital—linguistic, aspirational, social, navigational, resilience, and familial—that Afro-Caribbeans in Canada use to navigate and influence their social environment. Most importantly, it questions, "How do first and second-generation Haitians and Jamaicans build up community cultural wealth?" The study, conducted through qualitative methodologies such as semi-structured interviews and focus groups, illustrates that while cultural capital provides opportunities for social mobility and community resilience, it also interconnects with polite racism, which anchors on two major tenets: 1) racial ignominy and 2) duplicity of consciousness. This research contributes to understanding how cultural identity and capital influence Canadian Afro-Caribbean communities' experiences and social dynamics.



**Vennese Croasdaile**  
**University of Toronto**

***Autoethnography as Resistance: My Reflections on Exploring the Influence of the Indigenous Peoples of Jamaica on the Informal Economy Through the Eyes of Jamaican Elders***

As a Jamaican by descent, using autoethnography, I reflect on my experience locating Jamaican elders to explore the influence of the Indigenous peoples of Jamaica on the informal economy. A portion of the trip was paid for by the LHAE DSA Beyond the Classroom Learning Bursary. I discuss the use of autoethnography as a form of resistance and my intentional transformative change as a form of resistance in three signature parts of the trip. First, a shift in identity from a Jamaican by descent to a Jamaican by citizenship, including a change in my preparation for the trip to Jamaica from searching for tourist places to searching for libraries, museums, and preparing to meet up with a Jamaican colleague that I met at the 4th CLD for the purpose of conducting research to change the philosophy on the Black experience. Secondly, the unexpected familial connection of my forefathers with my PhD research topic “young Black male street vendors”. Third, I reflect on the outcome of the use of autoethnography as a form of resistance to share and exchange OUR stories as a form of participatory learning and contribution to the narrative of street vending as an honest way of providing for self and the community. Keywords: Black autoethnography, beyond the classroom, resistance, reflective practices

**Lawrence DeMaeyer**  
**Ontario Principals’ Council**  
**Ann Lopez**  
**OISE, University of Toronto**

***School Leaders Planning for Social and Emotional Learning – An Empathic Approach to Learning***

This presentation will explore the design and impact of a unique approach to professional learning for school leaders. This approach challenges traditional models of leadership development that often perpetuate an oppressive dynamic. Pre-defined curriculum delivered by a single expert reinforces hegemonic and hierarchical notions of professional knowledge and leadership, leaving participants as passive recipients. Constructivism and heutagogy disrupt this dynamic by inviting participants to co-construct knowledge based on lived experiences. This responsive and reflexive learning experience emphasizes collective wisdom, contextual learning, agency and praxis, by allowing practitioners to explore the connections between research and their authentic problems of practice in creating equitable teaching and learning environments in Ontario schools. The presenters will reflect on the design, intentions, challenges and insights gained from facilitating two cohorts of Co-Constructing Leadership for Equity - a four-part professional learning course offered to principals and vice-principals from across Ontario. Issues of identity, vulnerability, power, communities of learning, praxis, and emergence will be explored in the context of supporting practicing school leaders to adapt actionable, research-informed strategies for creating more equitable schools and school systems. These reflections will incorporate participant feedback.

**Rexella Dwomoh & Laura Mullins**  
**Brock University**

***Challenging and Addressing Historical, Political, and Social Contexts to Improve Accessibility for Black Students with Intellectual Disabilities in Higher Education***

This critical literature review aimed to identify and challenge historical (e.g., past events and conditions), political (e.g., impacts of policies and legislations), and social (e.g., racialized perceptions of ability and competence) contexts that create exclusionary and discriminatory practices for Black students with intellectual disabilities when accessing higher education. A systematic search yielded 600 articles; 65 underwent abstract screening, and nine entered a full-text review. Utilizing a Critical Disability Studies framework and tenants of Disability Critical Race Theory to analyze literature revealed historical, political, and social contextual barriers perpetuating discriminatory



practices against disabled Black students. Common barriers to access for Black students with intellectual disabilities in higher education were overrepresentation in special education, colour-blind policies, ableist disability policies, and racist academic ableism. Systemic and interpersonal changes are imperative to foster diverse, equitable, and inclusive higher education environments. This critical literature review provides recommendations centred on the experiences of disabled Black students in higher education. These recommendations address the historical, political, and social contextual barriers identified in the review and aim to improve access.

**Ruth-Ann Edwards**  
**The Mico University College/AGRE**  
***Succession Planning and Talent Management: Critical Approaches to Educational Leadership for Institutional Continuity and Employee Development***

In the dynamic and evolving field of education, effective succession planning and talent management are essential to ensure sustainable leadership and continuous improvement. This paper explores critical approaches to educational leadership, focusing on strategies for succession planning and talent management that develop a pipeline of skilled and motivated educational leaders. Succession planning in educational institutions ensures leadership continuity, reduces risks associated with sudden vacancies and prepares institutions for future challenges. Talent management, on the other hand, focuses on identifying, developing and retaining high-potential educators and leaders, aligning their growth with institutional goals. This study employs a comprehensive literature review to establish a theoretical foundation for succession planning and talent management in educational leadership. Detailed case studies of educational institutions with successful practices are analyzed to identify key strategies and outcomes. Additionally, interviews and surveys with educational leaders and HR professionals provide practical insights and examples of effective succession planning and talent management. Key findings indicate the critical importance of proactive identification of potential successors and the creation of personalized development plans. Ensuring diversity and inclusion in the succession planning process leverages a wide range of skills and perspectives, contributing to a robust talent pool. Continuous evaluation and updating of succession plans are essential to reflect changing institutional needs and employee progress. Innovative approaches in talent management include the implementation of mentorship and coaching programs to support educator growth and readiness for leadership roles. The integration of advanced HR technologies and data analytics is also highlighted, as these tools help identify talent gaps, track progress and optimize talent management strategies. By implementing these effective strategies and best practices, educational institutions can ensure leadership continuity, foster employee development and maintain a competitive edge. This paper aims to provide valuable insights and practical recommendations for educational institutions seeking to enhance their succession planning and talent management efforts, thereby contributing to the overall success and sustainability of the institution. Keywords: succession planning, talent management, educational leadership, leadership continuity, employee development, institutional success.

**Ardavan Eizadirad**  
**Wilfrid Laurier University**  
**Tina-Nadia Gopal Chambers**  
**Humber College**  
**Shena Blake Brown**  
**Amadeusz**  
***Amadeusz's Prosper: Effective Reintegration of Adults Facing Firearm-Related Charges in Ontario, Canada***

This study evaluates the impact of Amadeusz' Prosper program which supports individuals with firearm-related charges between the ages of 18 to 29 in Ontario, Canada. Prosper offers intensive case management through caseworkers who co-create tailored support plans with participants based on their immediate needs and long-term



goals. The program supports individuals during incarceration and post-release once back in community. This study engaged 44 participants through interviews conducted between October 2022 and April 2023. Participants included program beneficiaries (n=29), family members (n=8), community partners (n=4), and caseworkers (n=3). Intersectionality and Critical Race Theory paradigms were applied as part of data analysis to uncover the program's impact, strengths, and barriers in implementation. Results showed a correlation between the program and positive outcomes in personal development, well-being, and reintegration of participants. Overall, the study contributes to filling in the research gap offering nuanced insights into how to support individuals with firearm-related charges in Canada as part of offering more effective reintegration supports and reducing recidivism.

**Ardavan Eizadirad**  
**Wilfrid Laurier University**  
**Devon Jones**

**Youth Association for Academics**  
**Greg Leslie**  
**Athletics & Character Education**

***Remembering Lost Lives and Collective Healing from Trauma: Homicides, Incarceration, and Pain-Driven Advocacy in the Jane and Finch Community***

This article serves as a vessel for knowledge mobilization and activism as research, intertwining remembrance of lost lives and communal healing by sharing collective pain amongst the authors and bolstering mutual support. Guided by personal encounters with violence including death, homicides, and incarceration, four authors comprising a teacher, social worker, and two community activists, unveil their 20-year+ advocacy journey in the Jane and Finch community in Toronto, Canada including their involvement with programs and services through the non-profit organization Youth Association for Academics, Athletics, and Character Education (YAAACE). The conversations shared are examined through an intersectional and Critical Race Theory lens, centering life experiences associated with trauma and systemic violence. Lived experiences and emotions are shared as valuable data, emphasizing how inspiration is harnessed from the pain and trauma to guide community advocacy with a purpose. The pain and suffering shared are examined as symptoms of systemic trauma inflicted on the community and perpetuated through institutional neglect for racialized under-resourced communities. Effective coping and healing strategies are discussed from various vantage points. Overall, the article aims to fill the research gap by centering racialized personal narratives through duoethnography. The authors, as a collective, offer nuanced lessons on integrating research and activism, showcasing tangible pathways to support the needs of youth and families through community-oriented, trauma-informed approaches. Our research methodology, anchored in Critical Race Theory (CRT) and Intersectionality, situates the authors' lived experiences at the forefront of challenging dominant narratives about the neighbourhood and amplify counter-narratives from racialized voices, often on the margins of society. CRT, pioneered by legal scholars, posits that racism is not merely individual acts of prejudice but rather often embedded within the social fabric of institutions and structures (Delgado & Stefancic, 2011; Ladson-Billings, 2009). Intersectionality, conceptualized by Kimberle Crenshaw, highlights the interconnected and intertwining nature of social identities such as race, gender, class, and sexuality as dynamic, emphasizing how they intersect and diverge to shape individuals' lived experiences relative to privilege and power (Cho et al., 2013; Henry & Tator, 2012; Reece, 2020; Simpson, 2017). For our purposes, CRT and Intersectionality as a complementary duo, illuminate the complexities of social structures and power dynamics governing Jane and Finch. They shine light on how power is dispersed and enacted in inequitable ways, contributing to the marginalization of racialized communities in terms of access to opportunities.

**Tarnisha Evans**  
**Youth Association for Academics**  
**Tevon Fray**  
**Athletics & Character Education**

***Using a Public Health Approach to Mitigate Community Violence: Impact of YAAACE's TO Wards Peace and New Narrative Programs in the Jane and Finch Community***

Youth Association for Academics, Athletics, and Character Education (YAAACE) is a Black-led, Black-focused, and Black-serving non-profit organization providing culturally reflective programs and services to mitigate the opportunity gap for racialized and under-resourced communities in Toronto, particularly in the Jane and Finch community. YAAACE's New Narrative initiative offers a wide range of services and programs to reduce risk factors for individuals that have been exposed to community violence, impacted by the justice system and other institutions. In 2023, the program supported 30 youths along with their families. The model features frontline risk intervention services led by three people who have lived experience and deep connections in northwest Toronto, which strengthens their capacity to build rapport and constructively intervene with youth most vulnerable to being involved in serious violence and crime. YAAACE's TO Wards Peace (TWP) is a risk driven, community-centric interruption model that takes a public health approach to interrupting and intervening in community violence. The integrated approach combines community based, social media, and hospital-based violence interventions. 2 Violence Disruption Workers support a caseload of 10 to 15 clients along with a System Navigator staff supported by a Program Lead. In 2023, 32 youth were supported to overcome vulnerable circumstances and the systemic barriers they experienced. This presentation will speak to the efficacy of both programs and its impact on program participants. Data was collected through informed consent and through an evaluation report.

**Elaine Fournier, Jacqueline Specht, Nicole Neil  
Western University**

***Who's In My Corner? The Impact of Inclusive Leadership on Parents' Experiences Navigating the Special Education System in Ontario***

The purpose of this project is to develop an understanding of how parents experience inclusive education within the province of Ontario. Towards this goal, we partnered with Inclusion Action in Ontario (IAO), a non-profit organization dedicated to the inclusion of students with disabilities in education and the community. For many parents their experience of the education system has been fraught with challenges (People for Education, 2018; Reid et.al., 2018). In this study, the impact (both positive and negative) of the school leader, namely the principal, emerged as a significant factor in determining the type of experience that the family had regarding their child's schooling. The mode of inquiry for this study utilized participatory action research. This approach promotes the creation of research that is relevant to a specific community and improves the likelihood that outcomes will be well-received. The goal is to create outcomes that lead to change to improve some aspect of the participants' lives (Jacob, 2018). During the study, 35 families were recruited through Inclusion Action in Ontario to participate in the semi-structured interview process. In this presentation, we intend to share analysis of interviews and the preliminary results of the study. Emergent themes from the data collection indicated that parents found it challenging to communicate with their child's educational team. The challenge was so great that many of the participants cited the need for an advocate to support their communication with the school. The findings suggest that the experience of parents can be enhanced by effective inclusive leaders who are able to build strong relational trust. The significance of the research project highlights the impact of the role of the inclusive school leader. The leader's ability to foster and sustain effective communication and collaboration between the school and the family proved to be pivotal in relation to a more positive experience for the families. These critical skills require strong relational trust. When well enacted these skills point to the possibility of better educational outcomes for students with exceptionalities within the Ontario school system.

**Mukasa Robert Gonzaga  
Texas Tech University  
Chuka Abel  
Chuka Pharmacy and Chuka Child Aid Program in Uganda**



### ***Conviviality and Decolonizing Educational Leadership***

The primary objective of this conceptual paper is to examine whether approaching the decolonization of leadership with a convivial spirit could create mutuality in the efforts to reconceptualize it. While conviviality refers to the ability to live and work together in a spirit of mutual support, reciprocity, and joy, decolonization of leadership involves challenging and dismantling the dominant Western, patriarchal, and colonial approaches to leadership, which have historically marginalized and oppressed diverse voices. This article advocates leadership decolonization by rethinking and redesigning leadership styles. This leadership reconceptualization involves examining existing leadership frameworks and considering changes to address historical colonial approaches, promote inclusion, and better reflect the local context. According to this article, in reconceptualizing leadership, it is crucial to address historical leadership styles, decolonize thinking, and ensure that leadership reflects the diversity, inclusion, equity and cultural approaches of the concerned population. However, the article reveals that there is always a risk that certain aspects of colonial legacies, such as antique perspectives or power imbalances, may persist if not actively challenged during the reconceptualization process, even when conviviality is harnessed. To avoid disguised coloniality, the article advocates that involving a wide range of stakeholders, including educators, scholars, community members, and representatives of marginalized groups, in the leadership decolonization process is critical. The paper calls for including diverse perspectives and recognizing traditional approaches to leadership and concepts, such as the one behind Indigenous weaving (Okuluka), to enable power-sharing in decision making, tapping into collective wisdom, to foster inclusive and participatory processes, value diverse perspectives and experiences, encourage horizontal and collaborative leadership structures, prioritize mutual support and solidarity, cultivating a culture of humility, empathy, and reciprocity, challenge dominant narratives and biases, centre for marginalized voices and perspectives. Lastly, embrace a spirit of conviviality and joy in leadership. This conceptual paper argues that, by decolonizing leadership through conviviality, we can create more inclusive, equitable, and just leadership practices that prioritize the well-being of people and the whole ecosystem.

Keywords: coloniality, conviviality, indigenization, decolonization, reconceptualization

**Jeffrey Hall**

**OISE, University of Toronto**

#### ***"I Just Love Working With These Students": Disability and the Normative (and Normalized) Violence of Education***

In the spring of 2024, the Ontario public was horrified at the death of Landyn Lewis, a disabled 16-year-old who was found unconscious and unresponsive in a “sensory room” in his school in Trenton, Ontario. Following Landyn’s death were calls for more special education staff as well as addressing “special education gaps” in Ontario schools. Disability appears throughout educational leadership spaces and discourses, particularly in K-12 public education and it is almost never not on the minds of lips of institutional educational leaders, even if the word “disability” is seldom, if ever, uttered. Public education, specifically special education, deploys powerful stories about disability that relates to its containment and management linguistically, spatially and pedagogically. Educational leadership in this context, typically focuses on that oft used word of “supports” to mitigate what Tanya Titchkosky calls the “unintended participants” of education. Yet, despite, disability’s omni-presence in the discourses of educational leadership, its meanings are often one-dimensional and closed off to only the medicalized and bureaucratic understands. Disability is a problem in need of solution in education. This is paper intends to explore how interpretative disability studies matters to and can inform educational leadership to expand understandings of disability as they appear in highly regulated bureaucratic contexts. This paper will touch on the author’s experiences as both a “special education student” as well as an administrator who now works in special education in a large Canadian school board to hopefully question many of our assertions of the “problem” and “solutions” to disability within schools. It will attempt to address education’s role in perpetuating normative violence towards disability and how educational practitioners and leaders are often framed well-meaning advocates in an unjust and underfunded education system and how disability studies might offer alternative narratives to the story



that disability is a tragic story that simply requires a well-funded educational hero.

**Izzeddin Hawamda**  
**OISE, University of Toronto**  
***Ahlan W Sahlan – Personal Memoir - ‘Power of Stories’***

I will be sharing a short memoir titled "Ahlan W Sahlan" "Welcome". My memoir shows the hidden details of my story as a refugee in Canadian schools. As I walked through my new Canadian school, I felt the walls closing onto me. I wandered aimlessly looking for myself. As a Palestinian refugee who is connected to the land, I aim at providing space for newcomers and refugees to share about their world so we can learn about the human experience within each story. In my experience, when we share stories together, we show the human face along with details of resilience. We start to weave together the fabric of relationships, traditions, successes, and traumas bringing all parties closer.

**Lee Ju Hee**  
**Multicultural Education Department, Hanyang University**  
***Enhancing Teacher Effectiveness: Analyzing Professional Identity Construction at the Primary Level in Myanmar***

Background: The future of a nation hinges on its primary education, where the foundational thoughts of future leaders are formed. Globally, it is recognized that primary educators require high qualifications. However, Myanmar's education system suffers from inadequate teacher training and a shortage of qualified teachers, leading to untrained, daily-wage hires. This impedes the development of critical thinking. Thus, enhancing teacher qualifications is vital for Myanmar's future, driving this research. Aim: This research explores how in-service primary-level teachers in Myanmar construct and reflect factors that impact on their professional identities within their professional relationships, educational environment, and cultural norms. Method: This study employs a descriptive qualitative method, using semi-structured interviews with 26 participants (8 males, 18 females) from Myanmar primary schools. Participants included 1 active teacher, 1 private preschool teacher/principal/owner, 1 Buddhist monastery school teacher, and 23 former teachers. Each had 4 interview sessions over 5 months. Probable Findings: Interviews with 26 teachers revealed inadequacies in the provision of essential teaching competencies, insufficient planning for pre-service training, and inconsistent in-service training. The existing programs lack effectiveness and do not provide adequate guidance on professional knowledge. Furthermore, there is minimal support to enhance the critical thinking abilities of educators. Conclusion: This study highlights the critical role of professional relationships, educational contexts, and cultural norms in shaping teachers' professional identity at the primary level in Myanmar. Addressing these factors through targeted support and development programs can significantly enhance teachers' effectiveness, commitment, and professional growth, ultimately benefiting the nation's educational outcomes.

Keywords: Teacher professional identity, Professional relationships, Cultural norms, Educational context, Teacher development

**Nosakhare Alex Ihama**  
**Canadian Congress on Inclusive Diversity & Workplace Equity**  
***Critical Leadership Towards Resistance and Transformative Change***

Purpose of Study/Project Objectives: The study "Critical Leadership Towards Resistance and Transformative Change" aims to explore how leadership can effectively address resistance within organizations and drive transformative change. The primary objective is to identify key leadership traits and strategies that facilitate overcoming resistance and fostering an environment conducive to innovation and growth. Methods, Techniques,





or Modes of Inquiry: The study employs a mixed-methods approach, combining qualitative and quantitative research techniques. It includes in-depth interviews with industry leaders, surveys administered to employees across various sectors, and case studies of organizations that have successfully implemented transformative changes. The research also incorporates a literature review to contextualize findings within existing theoretical frameworks. Data Sources: Data sources include interviews with 30 leaders from diverse industries, survey responses from 500 employees, and comprehensive case studies of five organizations renowned for their transformative change initiatives. Additionally, academic journals, industry reports, and organizational records serve as secondary data sources to support and validate primary research findings. Results and/or Substantiated Conclusions: Preliminary results indicate that leaders who exhibit high emotional intelligence, adaptability, and strong communication skills are more successful in navigating resistance and implementing change. Furthermore, fostering a culture of trust and transparency within organizations significantly mitigates resistance. The study concludes that critical leadership skills, combined with strategic communication and inclusive practices, are essential for driving successful transformative change. Significance of the Research or Project: This research holds significant implications for both theoretical and practical applications. It contributes to the existing body of knowledge on leadership and change management by highlighting the critical role of leadership in overcoming resistance. Practically, the findings provide actionable insights for leaders and organizations seeking to implement transformative changes, thereby enhancing organizational resilience and competitiveness in an ever-evolving business landscape.

**Munjeera Jefford**  
**York University**  
***Decolonizing Education Management***

The purpose of my research is to show how it may be possible to decolonize education using the funds of knowledge (FKN) strategy. Traditional music education offered by the Royal Conservatory of Music (RCM) and Suzuki School of Music reflects Eurocentric values with predominantly White male composers used in teaching materials creating racial and cultural gaps among students, texts, curricula, and assessments. Colonialism set up racist systems, including but not limited to education, with institutional power that reproduces White supremacy despite anti-colonial resistance. Marrying the two theories of FKN and anticolonialism, the interviews showed it is possible to enable teachers to foster decolonial praxis in the classroom. With generous funding from the Carswell Chair of Community Based Arts, I worked as the principal investigator on the research titled “Sankofa Beatzz: Testing the efficacy of the FKN theory for music education” (Appendix A). I conducted research for eight months with three music teachers and eleven students in the Jane and Finch area to explore how racially diverse community knowledge can be incorporated into the classroom. The interview questions developed in collaboration with the three music teachers were: 1) Do you see yourself reflected in the music?” 2) What kind of music do you listen to at home with your parents? and 3) Do you want to learn music that you listen to at home? Findings revealed that teacher ethnocentrism continues to be a barrier to cultural inclusion in the classroom but that systemic support is influential in helping educators pivot away from Eurocentrism and develop decolonial praxis.

**Janelle Joseph & Jasmine Lew**  
**University of Toronto**  
***Learning of Lead: An Embodied Decolonial Approach to Movement and Leadership Skill Development for Racialized Womxn***

Racialized womxn experience varied impacts of racism, sexism, and multiple simultaneous oppressions, which are not well understood in relation to the moving body and the leader’s body. This research aims to address these gaps by exploring the relationships between identity, recreational movement/fitness participation, and leadership for racialized womxn in university contexts. An Embodied Decolonial Approach to movement and leadership skill development explores how the integration of movement and dialogue uncovers possibilities for leadership that



resist and transform oppressive structures. By combining embodiment and decolonial thinking, this research creates a space to center the voices, bodies, and knowledges of racialized womxn, uncovering strategies of resistance, resurgence, and restoration. Using critical ethnography, this project delves into meaning-making processes through an 8-week leadership program, Learning to Lead (LTL), involving exploratory movement and leadership dialogue. This study employs qualitative, narrative and movement-based research to illuminate the critical leadership praxis of racialized womxn. Addressing the insufficient attention given to racialized womxn's experiences in fitness, sport, and physical cultures as well as in leadership, this research highlights the cognitive, embodied and intersectional knowledge of racialized womxn. Participant observation and post-program interviews were conducted to develop narratives of participants, revealing how being an "unexpected guest" in leadership, professional and fitness spaces require bodywork and often leads to perceptions of misfit and strategies for enhancing belonging. Participants shared experiences of being overlooked or undervalued in leadership roles despite their qualifications, the challenge of balancing cultural authenticity with professional expectations, and the use of movement practices to reconnect with their bodies and identities. By fostering critical consciousness and agency among racialized womxn, this research contributes to broader calls for recognizing and addressing the needs and experiences of racialized womxn in physical cultures and leadership development. Physical activity is recognized as a platform for lifelong and life-wide learning, providing numerous benefits including improved health, social interaction, and personal development. Leadership is essential for all university students, offering critical skills for personal and professional success. Therefore, the embodied movement practices of racialized womxn in a leadership program are worthy of attention as powerful tools for empowerment, community-building, and transformative change.

**Janelle Joseph**  
**University of Toronto**

**Marika Warner**

**Maple Leaf Sports & Entertainment**

**Kaleigh Pennock**

**University of Waterloo**

***A Hockey Coach Education Program for Racialized Youth: Promising Practices for Sports Leadership***

Hockey coaches in Canada are predominantly white and male. The underrepresentation of racialized coaches in hockey sustains a significant racialized youth participation issue. Prominent governing bodies in hockey, including Hockey Canada, have recognized their own inability to attract and retain young, racialized participants, and acknowledge that work needs to be done to build participation among these groups. A key strategy to improve equity and representation while reducing racism in hockey is through diversifying hockey leadership. Coach education for racialized youth can help prepare them to become the coaches they want to see represented in leadership. This research emerged from a partnership with MLSE Launchpad Foundation's Hockey Coach Education Program (HCEP), which was designed to serve Canada's racialized youth aspiring hockey leaders. HCEP provides equitable opportunities for Black, Indigenous and other racialized youth across Ontario to obtain hockey coaching certifications and to connect with other leaders in hockey organizations and coaching positions in their community. Through a community-based participatory research mixed-methods exploration of participant experiences, this project explored program impacts since its inception and informs new directions in the delivery of hockey coach education programming with youth experiencing multiple and intersecting oppressions. The study was designed to: (1) examine how participants in a hockey coach education program for racialized youth may be best supported to find hockey coaching roles and to meet other related objectives; (2) explore themes in plans, objectives, and motivations in relation to hockey coaching for youth currently underrepresented in the sport; and (3) determine the relationships between program participation, subsequent credentialing, and ability to enter paid hockey leadership roles or achieve other goals relevant to coaching hockey. The findings demonstrate the significance of the HCEP, particularly for beginner coaches to develop leadership skills, understand hockey and sport coaching principles, recognize important equity-related issues, access networking opportunities in the field, and to gain entry level certifications. The fact that this leadership program is free, accessible online, and open to



BIPOC (aspiring) coaches who can speak freely and see themselves represented among leaders is key. This study contributed to future planning for such hockey coach education programming through sharing evidence-based promising practices and intersectional lived experiences of racialized hockey coach trainees.

**Shelly Khushal**  
OISE, University of Toronto

***The Dissonance Between Policy & Practice: A Case Study of the Implementation of Human Rights in Ontario Schools to Combat Racism and Inequities in Education and Schooling and the Pivotal Role of Leadership***

Human rights are a pathway to justice. We have an intrinsic legal right to be free and live with dignity. Advancing human rights is necessary because of the historical and current contexts of exclusion, marginalization, racism, sexism and other forms of discrimination and prejudice. Human rights touch every aspect of our lives. It is more than a legal requirement; it is rooted in the principles of dignity, fairness, equality and independence, and is pivotal to relationships and how we treat one another. This research seeks to: (1) investigate how Ontario school boards are utilizing their human rights policies to address systemic racism toward reaching the goal of racial equity in education; (2) understand the gap between policy and practice; and (3) understand the barriers/challenges to implementation and supports for policy implementation. This qualitative study (case study) is a comparative analysis of the gap between policy and practice across multiple publicly funded Ontario school boards. The study comprises two main components in understanding how human rights policies are being implemented to combat racism and inequities in education and schooling: interviews with 10 school / system leaders and an analysis of 72 pieces of legislation and policies. Findings reveal that the very policies intended to combat racism and safeguard students from discrimination are failing due to improper implementation. Proposed solutions include meaningful professional training that goes beyond the performative checklist, revamping of staffing/hiring practices, enhanced mechanism for reporting of discrimination, bias, racism and hate, strong accountability framework, and the creation of human rights academic programming which is student-centered. Finally, this study examines the role of leadership in critically reflecting on their racial location, privilege and positionality in order to understand their role and responsibilities in ensuring a safe, healthy and inclusive learning environment.

**Netsanet Assefa Lafebo**

**Department of Accounting and Finance, the College of Business and Economics at Wachemo University,  
Ethiopia**

***Factors Affecting Teachers' Turnover Intention in Selected Public and Private Secondary School: A Case Study of Hossana Town, Hadiya Zone, SNNPR, Ethiopia***

Turnover intention is a prospective risk that exists in all organizations, regardless of the type or its activities. Hence, this study was conducted to assess factors affecting the teachers' turnover intention in selected public and private secondary schools in Hosanna town using cross-sectional data obtained from 174 sample respondents. The study employed a descriptive survey and binary logistic model. Purposive and stratified random sampling was used to draw sample respondents in the study. The study used both close-ended and open-ended questionnaires which are designed to collect quantitative data and qualitative data. Data analysis was done by descriptive statistics, correlation analysis, and binary logistic regression model analysis using SPSS 21 (Statistical Package for Social Science). Chi-square test and paired t-test were employed to test whether there is a statistically significant association between teachers' turnover intention and independent factors of turnover intention. Correlation analysis showed gender, salary, marital status, education level, and career growth have a moderate relationship with teachers' turnover intention and their correlation coefficients were significant at 1%. On the other hand, this study revealed age, peer group, compensation, and experience have a weak relationship with turnover intention.



Binary logistic regression model results revealed that age, education level, salary, compensation, career growth, peer group, and experience significantly influenced teachers' turnover intention in selected public and private secondary schools in Hossana town. Moreover, education level, experience, and peer group positively affected teachers' turnover intention whereas age, salary, compensation, and career growth were negatively related to teachers' turnover intention in selected public and private secondary schools. The policy implication to encourage teachers' retention, the government and responsible stakeholders, particularly school administrations and education office should carry out compensation with the performance-based reward system, promote promotional opportunities and advancement, facilitate a conducive working environment, and implement proper human resource management retention policy and strategy to reduce teachers' turnover intention in secondary school. Key Words: Turnover Intention, Factors Affecting, School

**Benedicta Senam Lartey**  
**University of Cape Coast**  
**Johnson Sennah Kofi Gilbert**  
**University of Ghana**

***Enhancing Employee Performance in Public Media Tertiary Institutions in Ghana: The Organizational Culture Factor (Thematic Area-Educational Leadership Emerging Practices That Are Transforming Education and Learning)***

The relationship between organizational culture and employee performance in tertiary education institutions cannot be over emphasized. This study assessed the effect of organizational culture on employee performance in public media tertiary institutions in Ghana focusing on key variables such as reward and compensation, staff training and development, leadership and conflict management culture. The study utilizes Daniel Dennison's organizational culture model as theoretical lens to examine the phenomena. Using the explanatory sequential mixed method research design, 166 employees (91 senior members, 51 senior staff and 24 junior staff) of two public media tertiary educational institutions, selected through both purposive and stratified random sampling techniques responded to a self-developed questionnaire, whereas 16 interviews were conducted with staff of the two institutions. Data was analyzed using means, standard deviations, regression and thematic analyzes. The study revealed a negative association between rewards and compensation culture and employee performance. In addition, staff development and training culture were shown to have a favorable but statistically insignificant association with employee performance. Again, a favorable and statistically significant association was established between leadership culture and employee performance. The study recommends training for staff of tertiary education institutions on key productivity issues such as the types and forms of incentive and compensation packages they offer their staff. Management of the tertiary institutions should also focus on building effective leadership and robust staff training and development culture that impact employee performance positively. Keywords: Tertiary education, organizational culture, employee performance, reward and compensation culture, leadership culture and staff development culture,

**Abigail Lee**  
**OISE, University of Toronto**  
***LeaJderOshYip***

This abstract investigates the concept of finding joy in leadership through an embodied and somatic perspective, presenting classroom case studies and the works of Dr. Stephen Porges, Dr. Peter Levine, Dr. Albert Wong, Deb Dana, and Dr. Arielle Schwartz. By recognizing and addressing physical sensations and emotions that store and take shape personally, leaders enter the workspace more authentic, allowing for open conversation, professional connections and contagious joy. Dr. Stephen Porges' Polyvagal Theory provides a framework to simplify how our autonomic nervous system, sympathetic and parasympathetic structures the quality of our responses to stress and social engagement, which significantly influences our capacity for connection. Dr. Peter Levine's Somatic



Experiencing approach extends techniques to de-escalate trauma and re-establish balance through reconnecting with bodily sensations, tiring towards a more grounded and present leadership presence. Deb Dana's and Dr. Arielle Schwartz's work on applied Polyvagal Theory in therapy and integration of somatic psychology exercises for everyday life confirm the importance of cultivating self-awareness and self- and co-regulation of physiological states. Dr. Albert Wong reaches to share the critical essence of emotional intelligence especially when rupture occurs in any external shape or internal form. With these schools of thoughts, classroom case study after case study are explored through interviews. Each brings space for the student to identify a person in a leadership role that exhibited joy. Personal insights come from an insane asylum to Fortune 500 companies. The project objectives are to condense the findings.

**Hongling Liu & Tao Lin**  
**University of Toronto**

***Education in a Global Context of Challenge and Change: How Do International Students Experience College and University in Canada?***

The landscape of international education is continually evolving, influenced by various global factors such as pandemics, socioeconomic stratification, and educational policies. In the context of transnational education, where students navigate multiple countries for their academic pursuits, the complexity of their experiences becomes evident. This paper aims to synthesize key research findings and propose future directions for understanding the multifaceted nature of international students' experiences in college and university settings. Recent literature highlights the oversimplification in existing research on transnational education, calling for more nuanced approaches such as collective case studies. The COVID-19 pandemic, in particular, has underscored the need for this complexity. The pandemic has also illuminated the problematic relationships between host countries and international students. Universities' responses have often been criticized for viewing international students as financial assets, leading to practices that neglect fairness and inclusivity. Furthermore, the value of transnational education for local development and sustainability has come under scrutiny, emphasizing the importance of the relationship between host countries and international students. International students' future planning and perceptions of long-term residence in host countries like Canada have been destabilized due to the uncertainties brought about by COVID-19. Comparative studies between North America and Canada show a nuanced picture of enrollment trends and the prestige of universities during the pandemic. Addressing these challenges requires a deeper understanding of the socioeconomic factors influencing educational choices. The trend for middle class's educational decisions globally are shaped by social class, mobility, and global identity, turning education into a market-driven system. Additionally, the economic stratification within international student communities highlights significant differences in experiences based on funding sources and cultural capital. This paper is going to focus on institutional responses the COVID-19 pandemic, through document analysis and student interviews to understand their perspectives better. Comparative studies between colleges and universities will be implemented, which can provide valuable insights into the diverse experiences of international students. Understanding these dynamics is crucial for developing inclusive and equitable educational policies that cater to the complex needs of transnational students.

**Jamila Maliha**

**Western University, Ontario, Canada**

***"There's a Camel in My Office" Nurturing Agents of Transformation: Equipping School Leaders to Combat Systemic Racism and Foster Inclusive Communities***

This doctoral dissertation in practice (DiP) explores the critical problem of practice wherein school administrators, primarily identifying with the predominant white culture, lack the requisite equitable leadership capacity to address systemic racism within their schools and the district. The perpetuation of systemic racism in schools leads to inequitable outcomes among marginalized students. Grounded in critical race theory and culturally responsive





leadership frameworks, this DiP seeks to identify the barriers hindering administrators from enacting meaningful change and to propose an organizational plan to enhance their capacity for equitable leadership. Utilizing a transformative leadership approach combined with aspects of distributed and collaborative leadership, the change path model serves as the basis for the recommended changes. Based on current research, the solution proposed, Name, Own, Frame, Sustain has shown great success in the field of education. This DiP highlights the complex interplay of personal beliefs, institutional structures, and societal norms shaping administrators' approaches to leadership and equity. This DiP highlights practices for cultivating culturally responsive leadership, including ongoing professional development, critical self-reflection, and collaborative partnerships with community members. By illuminating the barriers to equitable leadership and proposing actionable recommendations, this DiP contributes to the broader discourse on educational equity and social justice. It provides valuable insights for policymakers, educational leaders, and practitioners seeking to dismantle systemic racism and create more inclusive learning environments for all students.

Keywords: systemic racism, culturally responsive leadership, transformative leadership, marginalized students, social change, critical race theory

**Marie McLeod**  
**University of Toronto**  
***Decolonial Epistemology for Transformative Resistance***

The discourse on transformation and decolonization of educational leadership is not generally premised on the need to dismantle and rupture the Western epistemology brought about by Eurocentric and colonial systems of domination. Traditional epistemology perpetuates a culture of White superiority and domination, that the pursuit of knowledge is deeply embedded in multiple layers of philosophical constructs, of Eurocentrism, colonialism, and imperialism. To critically think through transformative resistance and expose White supremacy/racism in education foundations, we need to examine knowledge claims in relation to privilege, power and oppression, with specific focus on varying definitions of decolonization, and how the concept such as education is shown to be inherently informed by hegemonic White discourse. This practice of rupturing Western epistemology yields itself to decolonial inquiry. Being open to rupturing the taken-for-granted as a tenet, a central principle of anti-colonial conceptual framework, establishes a breach of the epistemic constant; it disrupts the belief that things could not have been otherwise. Assuming this problematization as a point of departure, anti-colonial thought starts with a desire to dismantle the epistemic constant, which is a pressing Euro-American epistemological trait which imposes itself on all knowledge. Anti-colonial and anti-racist frameworks are driven by and focus on decoloniality as a core tenet in adjudicating knowledge claims. Using John Dewey's epistemology, I have chosen themes emerging from statements that pay specific attention to what constitutes knowledge. One can quickly identify from the research that the epistemic markings and consequences of a Cartesian ontology in its eschewal of a dialectical relation between knowing and context, reason and experience (emotion), makes visible the entrenchment of false notions of educational leadership, and how it disguises itself in schooling as authentic, true governance. The research shows the value placed on knowledge has material consequences as educational leadership is implicated in the dichotomy between the haves and the have-nots. The transformation challenge for knowledge in educational discourse is pertinent to upend the ontological and epistemological frameworks underpinning Western knowledge production processes and form true epistemic resistance.

**Rod Missaghian**  
**OISE, University of Toronto**  
***Examining Concerted Cultivation Through the Lens of Autism: How Disability Studies Can Offer Social Inequality of Parenting Research - A Valuable Perspective***

The concept of concerted cultivation (CC), advanced by sociologist Annette Lareau has provided a rich theoretical landscape from which to understand the stratification of parenting logics and their potential effects on student





experiences, decision-making, interactions with school personnel, and the ‘cultural products’ of such practices (Aurini, Missaghian & Pizarro Milian, p. 173). The concept of CC, which refers to the tools or resources that parents can utilize to provide their children with experiences, knowledge, or cultural capital and that has strong conversion value in educational contexts, continues to be a widely utilized framework from which to understand social inequality in parenting. However, this framework and the body of research that draws from it demonstrates a dearth of perspectives that acknowledge Autism, an ever-important issue in the sphere of parenting and education, which is poised to, as Solomon (2013) argues, “disrupt normative expressions of sociality” (p. 120). The following presentation is based on a paper in progress that seeks to integrate the sociological literature on disability and Autism, with that of concerted cultivation, to understand how parenting logics can differ for parents with children on the spectrum. The goal is to challenge the extant literature to re-examine some of the core assumptions about merit and ability which drive much of the inequality research drawing from CC, and forge new paths for research that is more inclusive of diverse parental and student experiences.

**Biniyam Demesew Moges**  
**Krikos Sub City Health Office, Ethiopia**  
***Framework and Enforcement Strategy for Health Professions Regulation in Ethiopia***

This thesis examines the best system for health professions regulation in Ethiopia to sketch the roles of state and non-state actors in that system. It argues for statist regulation as self-regulation is problematic for its tendency to promote private interest instead of public protection. A statist regulation is an efficient system that is more capable of establishing accountable and procedurally fair processes and strengthening public trust than a system of self-regulation. But the state needs more capacity, expertise, and legitimacy, and risks capture and corruption. These could be resolved through an enforcement strategy rooted in responsive regulation theory. That strategy should emphasize soft regulatory instruments, which require utilization of the capacity and motivation of non-state actors, particularly health professional associations. A statist regulatory framework that harnesses the contribution of non-state actors in implementing soft regulatory strategies would effectively protect patients and improve the quality of health care services in Ethiopia.

**Gonzaga Robert Mukasa**  
**Texas Tech University**  
**John Hillary Balyejusa**  
**Kira Arts**  
**Joseph Mwogeza**  
**Centenary Bank**  
***Reimagining New Possibilities to Disturb the “Dash” Between Colonial and Modern Educational Leadership***

This paper conceptually discusses the impact of the colonial era on educational leadership. We explore fresh opportunities to reconsider the ideology of educational leadership in contemporary society. A unique lens through which we view this time frame is Ellis Linda's (1996) poem "The Dash." This poem, which uses the dash on a tombstone to symbolize a person's life, connects their date of birth and date of death. The dash symbolizes the duration of the person's life on earth, prompting readers to contemplate what they desire to alter within their own "dash." In this study, the life being referred to is the colonial period. This conceptual paper examines leadership from colonial times to the present and offers a fascinating history analysis. The paper demonstrates that in the colonial “dash”, leadership was typically authoritarian and hierarchical, with minimal opportunities for participation or representation of the colonized individuals. This top-down management infiltrated all sectors, including education. The paper argues that the post-colonial era was not just a transfer of power but also a demonstration of the impact of leaders. For, diverse individuals, such as philosophers, activists, and military figures, led movements promoting independence and self-governance in multiple regions. This transition from colonial to post-colonial



leadership marked a significant shift in the educational landscape, with new systems and ideologies being introduced. Notwithstanding, the colonial “dash” had already delivered ethnic strife, economic inequality, and political instability experienced even in post-colonial states. Educational leaders have had to address these concerns within the intricacies of global geopolitics and have often faced neocolonial pressures. Since the battle against the effects of the “colonial dash” is persistent, an effective leader today must manage conflicting interests, promote inclusivity, and support sustainable development. We contend that the challenges leaders face today are more complex than ever. They face complex difficulties such as climate change, globalization, and rising inequality as they adjust to evolving global dynamics, technology advancements, and socio-political changes. Hence, we contend that modern leadership necessitates adaptive decision-making to tackle interrelated global issues, beyond traditional decision-making. Understanding the contemporary educational leadership landscape is crucial for us to consider new ways of reassessing the concept of educational leadership in modern society.

**Gonzaga Robert Mukasa,**

***Texas Tech University***

**Peter Kayondo**

***St. Catherine College Nakinyuguzi***

**Namuyimbwa Betty**

***Uganda Martyrs University Nkozi***

***Harnessing The Rhizome as a Metaphor and Theory to Decolonize Education Leadership***

This paper theoretically sketches the contours of the rhizome by Gilles Deleuze and Félix Guattari to rethink leadership in Education. Using the rhizome as a metaphor and theory for educational leadership offers a fresh perspective on decentralization, connectivity, and adaptability within educational systems. According to Redden, scholars consider metaphors tools for “Meaning-making and how people construct reality. Metaphors are figures of speech used to compare one thing to another” (Redden, 2017, p. 1). In this conceptual paper, we argue that applying the rhizome as a metaphor and theory in educational leadership provides a new viewpoint on decentralization, connectedness, and adaptation in educational institutions. Philosophers Gilles Deleuze and Félix Guattari define the rhizome as a network of roots that expand horizontally without a hierarchical structure. This approach can be utilized in educational leadership to dismantle traditional hierarchical systems and empower various voices and viewpoints. Hence, the rhizome directs the reader towards a cooperative method of educational leadership. This paper contends that when educational leadership is handled rhizomatic, it becomes bodies without organs. In other words, it transforms into a structure composed of several elements with distinct characteristics and strengths, which can be connected or separated from other structures. The bodies without organs we are referring to are the stakeholders in education. Conventional educational leadership frequently involves hierarchical decision-making, with power centralized at the top of organizational structures. Thus, embracing the rhizomatic concept leads to decentralized leadership, enabling distributed decision-making processes. Educators, students, parents, and community members can influence educational priorities and policy. To decolonize leadership in education, it is necessary to address existing power structures and amplify the perspectives of underprivileged individuals. The rhizomatic idea promotes inclusivity and empowerment by acknowledging and valuing the contributions of all participants in the educational environment. To decolonize leadership in education by utilizing the rhizome, a shift from hierarchical control to decentralized, interconnected, and empowering methods is necessary. Educational leaders may develop more inclusive, responsive, and effective systems by adopting the ideas of decentralization, connectedness, adaptability, and empowerment.

**Lilian Obazei**

**University of Toronto**

***How Do School Leaders Support the Academic Success of Students from Low-Income Communities to Bridge Achievement Gaps for Equitable Education?***



Researchers have found that achievement gaps by social class manifest in the earliest years of children's lives and fail to narrow in subsequent years. It is, therefore, essential for principals and teachers as school leaders to understand the root of the problem to ensure every child receives equitable and excellent education regardless of their intersecting social identities and social locations. I approached my research inquiry from the constructivism paradigm and undertook exploratory research to examine how school leaders can support students from low-income communities to improve their academic success and bridge achievement gaps. Attention was given to the practices of school leaders and policies they adopt, thereby ensuring that systemic barriers, policies, and teaching practices do not impede students' academic success. Through practice and procedures, school leaders in low-income neighbourhoods can promote equity, fairness, transparency, and justice for all students, I have conducted a critical literature review to obtain background information, establish the context, and answer the research questions. The findings of this study are recommended to school leaders, policy makers, and other stakeholders, which could be used to develop and implement policies and programs that will unleash the potentials of all students irrespective of their socioeconomic status. For example, the enhancing equity task force explained that the purpose of introducing fairness is to ensure that each child receives the appropriate support they need to grow thus promoting equity and inclusivity in education to ultimately mitigate academic achievement gaps. Other findings include hiring racialized teachers, providing psychological interventions for improving students' engagement, redistribution of resources, and offering better opportunities to help with narrowing the academic achievement gap and inspire students through critical consciousness.

Keywords: Academic Achievement, Low-income, Socioeconomic Status, Equity, Meritocracy

**Omotoyosi (Toyosi) Ogunbanwo**  
**Western University**

***Principals Working in Schools Serving Low-Income Households in Urban Ontario During the Pandemic Recovery***

In Ontario, one in five children live in low-income households. Students from racialized and Indigenous communities, and new immigrants most likely come from low-income families, as 20.8% of racialized people live in poverty. Several research studies show that principals directly or indirectly influence student success. However, principals across Canada are experiencing work intensification, stress, burnout and time demands due to issues such as staff shortages and insufficient resources. Social issues such as income contribute to the complexity of principals' work and the needs of students from low-income households in urban schools expose principals to more challenges. Still, very few studies focus on the experiences those principal' working in schools serving low-income households in Ontario and Canada. This qualitative study aims to fill this gap. The research investigates the experiences of principals serving low-income households in urban Ontario and the challenges they face after the pandemic. The study identifies areas that require improvement to create equitable access to programs and services in schools. This will be beneficial in improving the principals' experiences of work intensification, which will reflect in their well-being and the school community at large. It will also impact the students' and school success in low-income communities. This research presents the experiences of 10 principals leading schools in urban low-income communities after the pandemic in Ontario. Data were collected through focus group sessions and interviews. Participating principals reiterated the challenges that have been historically recognized and documented in research and practice. Some, nonetheless, are unique to the current Ontario context and the location of study. Some of the challenges experienced by the principals include insufficient resources to meet students' diverse needs, constant staff shortages, funding, etc. Despite the challenges experienced by principals in these schools, most of them do not wish to work in a more affluent school as they felt fulfilled being able to support the students and their families. While the principals described a rewarding and invigorating workplace, they also included information about their wellness. Although there are challenges in all school environments, the nature of principals' work in schools serving low-income households appeared to present an increased work intensification and risk of burnout.



**James Nwablanke Onukwu**  
**Federal University Otuoke**  
***Managing Higher Education for Equity in Times of Disruption***

The study x-rays the issues around management of higher education in time of emergencies like war, outbreak of diseases and the need for leadership to be proactive towards ensuring continuous learning and equity for all. It is descriptive research that adopted secondary data from scholars in journals, textbooks, government published documents and other relevant sources. It revealed that leadership should be proactive in times of disruption resulting from war or natural disasters. It noted also that leadership decisions should be unique and specific, ensuring learning continuity of students during disruptions and that it should be a generalized solution. Rather, it should be specific according to cultures, needs and other human/environmental considerations. The paper advocated therefore that it would be very unwise for leadership to assume that the solutions adopted in other developed institutions during disruptions would work in another institutions. The paper recommended that solutions to closing the gap of learning and ensuring equity for all should be unique and specific to institutions.

**Sara Pagliaro**  
**OISE, University of Toronto**  
***Transcending the Classroom: Re-Imagining Social Justice Education for K-12 Teachers in the Greater Toronto Area***

This study focuses on the experiences of K-12 public school teachers in Toronto and the Greater Toronto Area (GTA) who are also current Social Justice Education (SJE) students at OISE. Specifically, this research asks: (1) how do these teachers critically engage with the principles and insights from their studies and incorporate them in their pedagogical praxis?; and (2) how do these teachers connect with their teacher-peers regarding SJE subject matters amidst the possibilities and tensions of the teacher-to-teacher dynamic? The study is guided by critical theory, pedagogical praxis, and a 'weaving' framework (Lorenz, 2013). Existing studies in this area are largely USA-based and highlight relationships between teachers and students and teachers and principals (Carlisle, 2010; Crawford, 2009; Lima, 2013). This shows that an Ontarian context is lacking and the teacher-to-teacher dynamic is ignored. Additionally, despite the literature on SJE in school settings (Chang, 2023; Hytten & Bettez, 2011), studies have overlooked the specific ways that teachers implement SJE in their teaching and how SJE shapes their pedagogical praxis. This qualitative study is rooted in a constructivist epistemology and adopts a phenomenological approach. After recruiting and purposeful sampling (Palinkas et al., 2015), three participants were selected and confirmed for one semi-structured virtual interview. Each interview captured participants' experiences as they related to the two research questions. The findings revealed that SJE helped participants become more self-aware in their teaching; SJE implementation in the classroom advocates for students and the marginalized; SJE creates spaces for constructive discomfort; SJE is a source of tension and possibility; and SJE leads to transformational change beyond the classroom. Informed by the participants' experiences, this study sheds light on the important dimensions of SJE within public schools in Toronto and the GTA by merging ideologies and epistemologies of SJE with contemporary teaching practices, having both theoretical and practical implications. Moreover, this research showcases how teachers discuss SJE topics and navigate the possibilities and tensions that emerge within their relationships and interactions with their teacher-peers. The study can benefit a range of educational audiences, impact the development of SJE in education, and create space for critical pedagogical interventions.

**Ifat Razzaque**  
**OISE, University of Toronto**  
***School Leaders Planning for Social and Emotional Learning – An Empathic Approach to Learning***



Social-emotional learning (SEL) is widely acknowledged as an essential component of education, integral to both academic success and holistic human development (Casel, n.d.). SEL involves the cultivation of self-awareness, self-regulation, and interpersonal skills vital for navigating various aspects of life (Committee for Children, 2022). In her work "The Social-Emotional Learning (SEL) Toolbox," Perez (2021) emphasizes the value of integrating heart-centered learning alongside cognitive development, drawing from her teaching experience. This perspective underscores the importance of fostering positive relationships within diverse student populations, a sentiment echoed across educational contexts.

**Alice Romo**

**OISE, University of Toronto**

***Effects of Police in Schools on Suspensions: Student Arrests and School Safety***

This study seeks to measure the effects of School Resource Officers on suspension rates, expulsion rates, school discipline with police involvement, school related student arrests and student well-being using mixed methods. In Toronto, the highly controversial School Resource Officer (SRO) program, which assigned uniformed police officers to Toronto District School Board (TDSB) schools, was one of the many iterations of the punitive disciplinary policies used throughout the province and was instituted in 2008, in response to the high-profile school shooting of 15-year-old Jordan Manners. Upon the SRO program's inception, an increase in school related arrests of visible minority youth in low-income neighbourhoods in Toronto prompted many parents and community groups to advocate against the program. This advocacy sparked a board-wide review that drew from over 15,500 student surveys. The concerning finding from the review resulted in school board trustees voting to end the SRO Program in 2017. Research Objectives: Scarce research has been published on the effects of police programs in public schools in Canada and none comparing schools with and without SROs. Using mixed methods, this proposed research centres on four research questions: (1) Is the removal of the SRO program associated with a decrease in suspension rates and school discipline related police involvement in the TDSB?; (2) How do they compare to Peel District School Board, which retained its SRO program until 2020, and the Toronto Catholic District School Board?; (3) Do the most severe encounters with police in schools continue to disproportionately impact Black and other racial minority students? Has there been change over time?; (4) How have these experiences impacted youth who have experienced police involvement in their schools and exclusionary school discipline? How has it impacted their families? How has it impacted their behaviours and perceptions of community safety?

**Tayyibah Roohi**

**University of Education, Lahore, Pakistan**

***Strategic Navigator: Adopting Resilient Leadership in Turbulent Times***

In a time of constant change, unpredictability, and instability, strong leadership is essential to navigating organizations through difficult times. The strategic navigator plays a critical role in building team resilience and navigating through uncertainty. This article addresses how resilient leadership established to navigate through adversities and emerge stronger, as well as the importance of strategic navigation in turbulent times. The main objective of the study was to explore the understanding of leaders to adopt resilient leadership during uncertain time.

Interpretivism was the paradigm of current study and research method was qualitative. Convenience sampling was utilized to explore the leader's attitude toward transformative change by adopting resilient leadership. This case study included eight directors of University of Education for one-on-one interviews. An accessible data source NVivo was used for thematic analysis. The analysis indicated that every leader leads his team with his own philosophy. Some conventional leaders only focused on stability, whereas some strategic navigators welcome change as a chance for development and innovation. Leaders may successfully direct through difficult times and





come out stronger than ever by accepting uncertainty, building resilience, and exercising vision and agility in their leadership.

It is believed that leaders are crucial in persuading personnel to carry out organizational changes. Additionally, harder to determine if leaders who express transformational behaviors would affect employees' attitudes toward change either the short or long term. To conclude, a strategic navigator is a versatile leader who combines adaptability, foresight, and strategic vision. The capacity to foresee and adapt to changing environments is essential to this position as it helps the organization achieve its goals while minimizing risks.

In these turbulent times, proactive and adaptable leadership is essential. The leader understands the importance of continuously evaluating the outside world and keeping an eye out for new developments, disruptions, and possible threats. Leaders that have a forward-thinking perspective are able to predict obstacles. They build resilient leadership that is essential for organizations to navigate the ongoing complex difficulties they confront and steer towards a successful future.

**Dr. Abigail Salole**  
**Toronto Metropolitan University**  
**Ms. Esrah Akasha**  
**York University**  
**Ms. Rodresa Aryee**  
**University of Toronto**  
**Ms. Yasmin Hashi**  
**University of Toronto**  
**Ms. Rachel White**  
**Toronto Metropolitan University**  
***Radical Joy and Connections, For Indigenous and Black Youth***

Hearts + Minds is a community-based research project designed to learn more about how Indigenous and Black youth living in Brampton and Mississauga make sense of belonging and the connections between Black and Indigenous communities. More specifically, this study tries to understand how solidarity and relationality might be leveraged to forge connections between Indigenous and Black youth in third spaces (e.g. community organizations, libraries, social service providers). In this presentation we share findings and interventions from the Braiding Futures program - An arts-informed participatory action research project co-designed to more deeply explore Black and Indigenous connections. In this project, young people were treated as both participants, and key co-collaborators and co-conspirators for possibility models and solidarities. Key findings include the importance and role of joy and refusal in research and transformative social change.

**Cynanie Sawyers-Haylett**  
**University of West Indies, Mona**  
***Demystifying the Learning Leader: Leadership as Critical Praxis for Higher Education in Post-Colonial Societies***

In the realm of higher education (HE) within post-colonial societies, the role of leadership is pivotal in shaping organizational learning and fostering transformative change. This paper aims to demystify the notion of the "learning leader" by exploring leadership as a critical praxis that challenges traditional power structures and promotes inclusive and emancipatory practices. The learning leader should embrace social justice, culturally responsive and transformative leadership practices to ensure continued improvement. Drawing upon organizational learning theory, this study examines the intricate interplay between leadership, organizational culture, and the decolonization of knowledge production and transfer throughout the HE institution. The research adopts a multidisciplinary approach, integrating critical theory, postcolonial studies, and organizational learning





frameworks. Through a phenomenological qualitative inquiry and critical discourse analysis, the study examines the socio-historical contexts of post-colonial societies and their impact on HE institutions. Additionally, it explores the lived experiences of academic leaders and stakeholders through semi-structured interviews and focus group discussions. The data sources encompass peer-reviewed literature, institutional policies, and narratives from five academic leaders and 10 stakeholders within post-colonial HE settings. These diverse perspectives shed light on the complexities and challenges faced by learning leaders in navigating the decolonization of knowledge production and fostering inclusive organizational learning. The study's findings reveal the transformative potential of leadership as a critical praxis, challenging traditional hierarchical structures and embracing collaborative and participatory approaches. It highlights the significance of cultivating a learning culture that values diverse epistemologies, promotes critical reflection, and empowers marginalized voices. The research underscores the importance of leadership in facilitating organizational unlearning and relearning processes, enabling HE institutions to address historical injustices and contribute to societal and educational transformation. The significance of this research lies in its potential to bridge the gap between theory and practice in educational leadership. By demystifying the learning leader, this study provides a conceptual framework for academic leaders to engage in critical self-reflection, challenge hegemonic narratives, and foster inclusive and emancipatory learning environments. Ultimately, this research has the potential to inform leadership development programs, institutional policies, and organizational practices within post-colonial HE contexts, paving the way for transformative change and social justice. Keywords: educational leadership, organizational learning, post-colonial, higher education, qualitative inquiry.

**Jackson Maina Shaa**  
**Texas Tech University**

***Decolonizing Kenya's Education: Understanding and Mitigating the Perpetuation of Violence Through Indigenous Language and Culture***

The marginalization of indigenous people's languages and cultures as a result of colonial legacies has led to intellectual violence against them in Kenya. This concept aims to investigate the impact of educational policies and curricula on indigenous students, their communities, and cultural heritage in Kenya. It examines how educational practices contribute to cultural erasure, identity suppression, and systemic violence, focusing on the intersection of language, culture, and education. The study assesses the role of language in identity formation and cultural continuity and explores how the exclusion of indigenous languages from formal education contributes to broader patterns of violence. The concept of decolonizing education is discussed, emphasizing the need to incorporate African indigenous knowledge systems, pedagogies, and resources into the educational process. According to Sheikh et al. (2021), Kerubo (2016), Mandillah (2019), and Kibui and Logarmuthie (2014), the current competency-based curriculum (CBC) in Kenya overemphasizes Western sciences and languages, thereby marginalizing Africa's rich cultural heritage. The study aims to reintegrate marginalized perspectives into the academic curriculum, challenge dominant narratives, and promote a more inclusive approach that considers diverse human experiences. It investigates how language serves as a cultural tool to alleviate intellectual animosity within the Kenyan educational system. The study highlights the need to reconsider curricular content, pedagogical approaches, and institutional regulations to develop equitable environments where indigenous languages and cultures can flourish. The marginalization of indigenous languages and cultures within educational systems is identified as a profound issue perpetuating violence against indigenous communities.

**Hardeep Shergill**  
**OISE, University of Toronto**  
**Toronto District School Board**  
***Anti-Racist and Anti-Colonial Pedagogy in Early Years Literacy***



Learning how to read and write is a fundamental human right that all students deserve. Unfortunately, systemic racial and colonial barriers rooted in White supremacist ideology continue to exist for Black, Indigenous and Racialized children that is leading to education disparity. The pedagogical implications of White settler epistemological violence (Seawright 2014) in the Ontario education system that centers Eurocentric knowledges, assessment, and language instruction in early years education is impairing the reading journeys for Indigenous and children of colour as data from the Toronto District School Board (TDSB) reveals. An analysis of Grade One report cards in the TDSB reveals the effects of racial and socioeconomic disparities on learning: children from underserved neighbourhoods did not perform as well in reading and writing as students from higher socioeconomic communities. Likewise, the Ontario Human Rights Commission (2022) also asserts that the inequities that marginalized communities continue to face exacerbate reading difficulties in Black, Indigenous and Racialized students. These findings are in alignment with the Equity Action Plan that was established by the Ontario Ministry of Education in 2017. The persistent achievement gap, that has been researched by many scholars Dei (1995, 2007, 2010, 2017) and Ladson Billings (2006, 2007), as a result of racial and socioeconomic disparities continues to widen. Transformative leadership that is anti-racist and anti-colonial is needed to contest Euro-colonial violence in the literacy world. Addressing literacy gaps will not suffice if there is not an intentional interrogation of Whiteness and Eurocentricity, along with the embedment of anti-racist and anti-colonial praxis, with meaningful leadership committed to liberation. This paper will discuss the ways in which integrative anti-racist and anti-colonial framework can be grounded in early years literacy, through liberatory leadership, to resist White supremacist logics. Hip hop pedagogy, counter narratives that affirm racial and ethnic identities, and land-based literacies are particularly important for the academic, social and emotional development of Black, Indigenous and Racialized children. Studies reveal that White children have favourable views towards their own group (Doyle and About, 1995 & About, 2003), while Racialized children have ‘pro-White’ attitudes over their own in-group and other racially minoritized groups (Dunham et al., 2007). The significance of anti-racist and anti-colonial education as a form of “pushback pedagogy” is crucial in light of this research. The tropes of Whiteness and coloniality in early years literacy must be disrupted to create multicentric spaces (Dei, 1996) where African, Indigenous, Eastern epistemologies, along with those from the global South, are honoured to ensure the inclusion of all children. Key Words: Whiteness, Colonial, Eurocentricity, White Supremacy, Early Years Literacy, Anti-Racist Praxis

**Tesha M. Thompson**  
**Shortwood Teachers College**  
***The Coin: A Transformational School Leader Leaves a Legacy***

This study explores the practice of transformational leadership as a lifestyle in school growth and sustainable development and examines how the consistent practice of several transformational leadership perspectives like servant leadership, incarnational leadership, calling-based leadership and reflective leadership may lead to engaged, entrepreneurial staff, who experience joy at work and see work as both pleasurable and purposeful. Additionally, the study underscores primary and high school students’ social and academic performance as well as college students GPA performance. The seventy (70) participants are a mixture of new and seasoned teachers, senior teachers as well as vice principals and principals of one high school, one preparatory school, one community college, one university and one teachers’ college. Participants include adult learners known also as teachers- in- training from a teachers’ college institution. The participants are all in the Kingston corporate area of Jamaica. Participants are given a survey and are interviewed for qualitative responses and objective assessment of leadership styles of their principals, head teacher and management team. There is also participant observation. Results should show that the use of the transformational leadership model by school leaders positively correlate to engaged, happy, productive staff, social as well as academic and behavioural change in both teens and adult learners. Results are discussed in terms of implications for sustainable development, and creation of new leaders to carry on the legacy. In congruent with the fact that a coin cannot be a legal tender without” head” or “tail”, so then school leadership should go hand in hand with sustainable development.



**Shanique Walker & Janice Julal**

**Mission Achievement and Success Charter School**

***No Excuses, Only Results: How Minority and Marginalized Students Succeed in a Charter School***

This study unravels the success of a charter school whose ethos is that every child, irrespective of their race, economic status, or past educational experiences can make it to college or another post-high school experience like military service or a trade school through the delivery of a high-quality education. This study examines the relationship between leadership and the academic success of minority and marginalized students. The study focuses on the leadership approach and model used by a founder who has been successful in working with minority and marginalized students while maintaining academic excellence and an impressive graduation rate. The study will use qualitative methods to collect data from the founder and staff. The data will be analyzed using a grounded theory approach. The leadership is characterized by a strong commitment to equity and inclusion, a focus on student engagement, and a collaborative approach to decision-making. The study aims to conclude that the founder's leadership is a model for other schools that are seeking to improve the academic outcomes of minority and marginalized students.

**Kaschka R. Watson**

**Brock University**

***Staying the Course: Black Professors Challenging Systemic Inequities Through Research Activism***

The academy, deeply rooted in colonialism and hegemonic principles, has historically excluded the voices, identities, and histories of Black professors (Igbu, 2023). The war on diversity, equity, and inclusion (DEI) work has gained momentum, with its tentacles now reaching Canadian institutions and organizations (Pandey, 2023). Despite the growing attacks on Black professors and DEI work, there is an inspiring resilience. Now more than ever, it is crucial to bring attention to systemic racism and social injustices and to center the voices and lived experiences of Black professors and other equity-deserving groups in academic spaces (Eizadirad et al., 2023). This resilience is significant in continuing the fight for transformative change and equity for all. Research, a powerful tool, is being used by Black professors as a form of resistance to challenge systemic inequities and drive social change in academia (Choudry, 2013). Black professors see their research as a form of resistance and activism, an opportunity to disrupt by speaking up against social injustices embedded in academic institutional structures, policies, practices, and processes (Abawi & Eizadirad, 2022). These inequities have continued to marginalize Black, Indigenous, and People of Colour (BIPOC) in academe. Critical leadership in research as activism is one of the many ways in which Black professors are zooming in on social issues by resisting discriminatory practices, anti-Black racism, oppressive systems, conformity, and systemic racism, and offering recommendations that are more equitable and socially just (Abawi & Eizadirad, 2022) for BIPOC students, faculty, and their communities. This chapter recognizes the myriad challenges Black professors committed to disrupting social inequities under the scrutinizing eyes of the academy face and offers readers substantial strategies and benefits to staying steadfast in conducting research as activism to drive social transformational change and foster equity for Black professors in academe. Keywords: Black professors, research activism, social inequities resistance, marginalized social transformation

**V West & Derek Chen**

**Education Quality and Accountability Office (EQAO)**

***Show Them Your Heart: How EQAO Transformed Its Workplace in Pursuit of Equitable Large-Scale Assessments***

Large-scale assessments are criticized for perpetuating harmful perceptions of nondominant-culture students' lower achievement potential, as dominant-culture test-takers continue to achieve disproportionately higher results. As part of its mandate to create more equitable large-scale assessments, the Education Quality and Accountability



Office (EQAO)—the agency of the Ontario Ministry of Education responsible for large-scale assessments—established the EQAO Equity team in autumn 2022. We are a team of three: the Chief Equity and Assessment Officer, and two Equity Education Officers. The focus of our work is both internal, through professional learning sessions and activities with EQAO staff, and external, with initiatives aimed at supporting education partners in the province. Our presentation will focus on our internal work and the hypothesis that the methods we use during our equity, diversity, inclusion (EDI) and anti-racism, anti-oppression (ARAO) learning sessions have inspired transformative changes not only in the way EQAO staff perform their work, but also in the office culture and the ways colleagues interact with each other. As EQAO staff become more aware of the barriers experienced by equity-deserving communities at large, they are perceiving barriers in their own work and are making changes that lead to more equitable and inclusive assessments and other EQAO products and services. Our presentation will discuss how modelling vulnerability and authenticity in all EDI ARAO professional learning sessions and activities has transitioned feelings of discomfort with the topics of anti-racism and privilege towards a culture of openness and curiosity in the workplace. We will share the EDI themes we have investigated in our sessions, the formal and informal strategies we use to deepen the learning, the significance of witnessing community conversations, and the testimonials staff members have shared with us about the tangible culture change that has occurred. We will also report the results of research conducted using mixed methods to support our hypothesis. We believe our approach of openness and vulnerability is successful, that this method is available for all to implement in their EDI teaching practice, and that it can lead to transformative change.

**Setusaga Jote Woldemichael**  
**Menelik II Medical and Health Science College**  
***Decolonial Pedagogy and Adult Muslim Immigrants in Canadian Higher Education***

This study aimed at identifying the major challenges that result in females' underrepresentation in educational leadership in health colleges. To conduct this study, qualitative phenomenological design was used. 18 female health college teachers were selected by purposive sampling techniques and 5 policymakers to participate in this study. The data was collected using in-depth interviews. Finally, the research came up with the following major findings. The involvement of female teachers in educational leadership seems to show insignificant increment each year in the last five years. There are different factors that have narrowed females' participation in educational leadership. These factors are generally categorized into two major parts, namely individual and socio-structural. To begin with, the lack of confidence because of the social background in the culture of the community in general, females are not leaders; they are followers rather. As a result of lack of confidence, they do not aspire to become leaders. In addition, females do not have opportunities to gain bottom experience in educational leadership that would help them to further advancement, because the school leadership is men dominated by tradition. It can be said that socio- structural factors are the sources of individual factors that caused females' underrepresentation in general. The gender balance in the higher education teaching staff should be increased as the more the number of female teachers exists in the staff, the more competent females may exist for educational leadership positions. Politicians to bring attitudinal changes in the communities to evade the stereotypic misconception about women. Finally, the organizational policies and practices which give golden opportunities for females should be fully implemented to attract as many female candidates as possible for enhancing their involvement in educational leadership positions.

Key Words: Inclusive Leadership, Higher Education, Leadership, Woman, Ethiopia

**Zainab Zafar**  
**University of Toronto**  
**Aurra Startup**  
**York University**  
***Reclaiming Narratives – Muslim Women Navigating Activism in Educational Resesarch: Implications and Recommendations for Educators***

This chapter delves into the intricate dynamics of activism within educational research within the context of resistance and justice within settler-colonial states from Turtle Island and beyond. Drawing inspiration from Eve Tuck's (2010) concept of shifting from damage-centered research to desire-based research and Sara Ahmed's (2010) work on embodying what it means to be a killjoy, we endeavour to confront and address prevailing tensions we face as visibly identified Muslim women researchers and educators. We position ourselves to navigate the complexities of our lived experiences and advocate for justice in the current climate. We come together from Pakistani and Palestinian familial lineages to share our lived experiences and specific testimonies of 'othering' in educational research and activism. Using an anti-colonial and desire-based framework, we explore the framing and tensions of Orientalism and the struggle against it. We also contemplate our identities, positionalities and stances within educational research. Drawing strength from Indigenous cultures and Islamic philosophies, we seek to advocate for justice, speak up and speak out. We conclude with implications for educators, universities, researchers, schools, communities, and beyond. We aim to illuminate the paths we navigate as activist researchers, harnessing our collective experiences and reframing the research approach through a desire-based approach.

**Anila Zainub**  
**HE Solution**

***Decolonial Pedagogy and Adult Muslim Immigrants in Canadian Higher Education***

This presentation will share insights and recommendations on inclusive teaching practices for diverse student populations in Canadian classrooms focused specifically upon adult Muslim immigrant students. It is aimed at promoting representative curriculum development and pedagogical practices in the context of rising anti-Muslim sentiment juxtaposed against the steady flow of Muslim immigrants in Canada (Zainub, 2023) and in other Western educational settings (Torres-Zaragoza & Llorent-Bedmar, 2024). It highlights the importance of centering Muslim immigrant voices as they navigate their social and economic integration experiences through participation in higher education. To this end their academic experiences are marked by intersectional impact of race, religion, and gender. Thus, this work seeks to locate their socio-economic status within this context offering alternative perspectives. My work uses the Anti-colonial Discursive framework (Dei & Asgharzadeh, 2001) and qualitative research methodology to collect and analyse the data used in this work.