

CURRICULUM VITAE

Name: Katina E. Pollock
Rank: Professor
Status: Full-Time, Appointed January 2, 2008
Tenured: 2014
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EDUCATION

| Year | Department | Degree | University |
|------|--------------------------------|--------|------------|
| 2009 | Theory and Policy Studies | PhD | OISE\UT |
| 2001 | Educational Leadership Studies | MEd | Memorial |
| 1994 | Management and Education | BEd | Acadia |
| 1992 | Pure and Applied Science | BSc | Acadia |

EMPLOYMENT HISTORY

University Appointments

| Rank & Position | Department | Institution | Date |
|---------------------|----------------------|--------------------|--------------|
| Associate Professor | Faculty of Education | Western University | 2014–Present |
| Assistant Professor | Faculty of Education | Western University | 2008–2014 |

Other Teaching Appointments

| Position | School | Employer | Date |
|----------------------|---------------------|---------------|-----------|
| Mathematics Teacher | Burnt Mill School | Essex LEA, UK | 2001–2002 |
| Mathematics, Science | Digby Middle School | SWRSB, NS | 1995–2001 |

Other Employment

| Position | Faculty/Department | Institution | Date |
|-------------------------------|---|----------------------------|-------------|
| Research Assistant | Dept. Theory and Policies Studies | OISE/University of Toronto | 2006–2007 |
| Research Assistant | Sociology of Education and Equity Studies | OISE/UT | 2004–2007 |
| Research Assistant | Sociology of Education and Equity Studies | OISE/UT | 2004–2007 |
| Junior Policy Analyst | Teaching Policy and Standards Branch | Ministry of Ed. | 2006 |
| Independent Consultant | Ontario College of Teachers | Teach in Ontario | 2005–2006 |
| Project Manager | Dept. Theory and Policies Studies | OISE/UT | 2005–2006 |
| Copy Editor | Dept. Theory and Policies Studies | OISE/UT | 2003–2004 |
| Research Assistant | Dept. Theory and Policies Studies | OISE/UT | 2004 |
| Research Assistant | Faculty of Education | Memorial | 2004 |
| Research Assistant | Dept. Curriculum, Teaching, and Learning | OISE/UT | 2003 |
| Research Assistant | Faculty of Education | Memorial | 2003–2004 |
| Research Assistant | Faculty of Education | Memorial | 2002 |
| Research Assistant | Faculty of Education | Memorial | 2001 |

HONOURS AND ACADEMIC AWARDS

| Award | Description | Date |
|--|---|------------------------|
| Excellence in Graduate Teaching Award | University Students' Council Teaching Honour Roll, Western University | 2018; 2019; 2021; 2022 |

HONOURS AND ACADEMIC AWARDS CONTINUED

| | | |
|--|--|------------------|
| Mentorship Award (Nominated) | Canadian Committee of Graduate Students in Education | 2010; 2013; 2018 |
| Award of Excellence | University Students' Council Teaching Honour Roll, Western University | 2009–2010 |
| OISE/UT Scholarship | Dept. of Theory and Policy Studies, Educational Administration | 2002–2006 |
| David L. Clark Scholarship | University Council for Educational Administration. Nominated by the Educational Administration department chair, selected among 60+ candidates. Sponsored by the University Council for Educational Administration (UCEA), Divisions A and L of the American Educational Research Association (AERA) | 2005 |
| Memorial University Distinction of “Fellow” of the School of Graduate Studies | Recognizing outstanding achievement in a graduate program | 2002 |
| The Bowring/Harlow Scholarship | Scholarship from Memorial University | 2001 |
| The Very Reverend Edward and Marjorie Rusted Harlow Travel Award | Award from Memorial University | 2001 |
| Graduate Student Fellowship | Fellowship Award from Memorial University | 2000–2001 |

PROFESSIONAL LEARNING AND CERTIFICATES

| Course/Workshop | Institution | Date |
|---|----------------------------|-------------|
| Building Inclusivity Through Anti-Racism | Western University | 2023 |
| Centre for Teaching and Learning eLearning Workshop: Chat GPT | Western University | 2023 |
| Infographics: A Visual Storytelling Workshop | Western University | 2023 |
| Literature Searching for Systematic/Scoping Review | Western University Library | 2023 |
| What to Know Before You Start a Systematic/Scoping Review | Western University Library | 2023 |

PROFESSIONAL LEARNING AND CERTIFICATES CONTINUED

| | | |
|--|---|------|
| Master Class 3: Forces to Lift Well-Being in Schools | International Congress for School Effectiveness and Improvement | 2023 |
| Cyber Safety Awareness | Western University | 2023 |
| Supporting Disclosures of GBSV at Western | Western University | 2022 |
| LEAD More than Words: Meaningful Land Acknowledgement | Western University | 2022 |
| The Ideal Qualitative Study with a Quantitative Component | StatsWhisperer | 2022 |
| LEAD Sharing or Learning: A Panel on Indigenization and Decolonization Work at Western | Western University | 2022 |
| LEAD Five Practices of Leaders | Western University | 2021 |
| LEAD Courageous Leadership | Western University | 2021 |
| LEAD Western Non-Discrimination and Harassment Polices: A Leader's Role and Responsibilities | Western University | 2021 |
| LEAD Healthy minds | Western University | 2021 |
| LEAD Responding to Disclosure of Sexual Violence | Western University | 2021 |
| LEAD Active Listening | Western University | 2021 |
| LEAD Developing a Strategic Plan | Western University | 2021 |
| LEAD Supervisor Responsibility | Western University | 2021 |
| AODA Training | Ontario Principals' Council | 2021 |
| LEAD Planning and Prioritizing Change | Western University | 2021 |
| Working Together—the Code and the AODA | Ontario Human Rights Commission | 2021 |
| LEAD Accessibility, Accommodation, and Inclusion at Western | Western University | 2021 |
| LEAD Recruiting Virtually | Western University | 2021 |
| LEAD Mental Health in the Workplace | Western University | 2021 |
| Leading Interactive Zoom Meetings | Western University | 2021 |
| CRC and UWOFA EDI Training | Western University | 2019 |

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| InClass AODA | Western University | 2010 |
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SCHOLARLY AND PROFESSIONAL ACTIVITIES

| Position | Publication/Organization | Date |
|---------------------------|---|--|
| Advisor | UNESCO Bureau for Education in Latin America (OREALC) | 2023 |
| Editorial Board Member | <i>Journal of Education Administration</i> | 2018–2020 |
| Editorial Board Member | <i>Journal of School Leadership</i> | 2017–2020 |
| Co-Director | Knowledge Network for Applied Education Research (KNAER) | 2010-2019 |
| Book Review Editor | Journal, <i>Leadership and Policies in Schools</i> | 2013–2016 |
| Program Chair Facilitator | Career Development SIG, AERA 2004–2006 Canadian Association for Principals (CAP) Conference, Quebec Ontario Ministry of Education, Annual Research Symposium Teacher Education for the Schools We Need Conference, Toronto | 2004–2006 2006 2006 2005 |
| Profile Reader | Profile reader for admission into the Initial Secondary Teacher Education Program at OISE/UT | 2005 |
| Journal Peer Reviewer | <i>Educational Assessment, Evaluation and Accountability (EAEA)</i> <i>Asia Pacific Journal of Education</i> <i>Leadership and Policy in Schools (LPS)</i> <i>Critical Studies in Education (CSE)</i> <i>Journal of Educational Administration and Foundations (JEAF)</i> <i>Comparative and International Education (CIE)</i> <i>Canadian Journal of Education (CJE)</i> <i>Canadian Journal of Educational Administration and Policy</i> | 2012–2016 2012–Present 2011–Present 2011–Present 2010–Present 2008–2016 2007–Present 2007–Present |

SCHOLARLY AND PROFESSIONAL ACTIVITIES CONTINUED

| | | |
|--------------------------|--|--------------|
| Conference Peer Reviewer | Canadian Association for the Studies of Educational Administration | 2002–Present |
| | Canadian Association for Teacher Education (CATE) | 2002–2016 |
| | University Council for Education Administration (UCEA) | 2002–2016 |
| | 2003–2016 | |
| | American Educational Research Association (AERA), Teachers’ Work/Teachers’ Unions SIG and Career Development SIG | 2011–Present |
| | Comparative International Education Society (CIES) | |

UNIVERSITY ADMINISTRATIVE DUTIES AND SERVICE ROLES

| Committees | Year |
|---|--------------|
| Member , Subcommittee for Western Approved Micro-Credentials | 2023 |
| Senator , University Research Board Committee of Senate | 2022–2024 |
| Academic Coordinator , Doctor of Education (EdD), Educational Leadership | 2022–2023 |
| Member , Senior Women Academic Administrators of Canada Member , Education Representative on the Faculty of Health Sciences Council | 2021–2023 |
| Member , Provost’s Task Force on Open Access and Scholarly Communication * workload altered due to elder care and COVID-19 | 2020–2021 |
| Chair , Ad Hoc Review Committee for the EdD Organizational Improvement Plan; Member , Promotion and Tenure Committee; Member , Wolfe-Western Fellowship At-Large for Outstanding Newly Recruited Research Scholars Adjudication Committee; Member , Hellmuth Award Selection Committee; Member , Provost’s Task Force on Open Access and Scholarly Communication | 2019–2020 |
| Member , Ontario Principals’ Council, Additional Qualification Advisory Committee | 2018–present |
| Co-Director , Knowledge Network for Applied Education Research (KNAER) Secretariat; Member , Critical Policy, Equity, and Leadership Studies (CPELS); Director , Western Centre for Excellence in Educational Leadership (WCEEL); | 2018–2019 |

UNIVERSITY ADMINISTRATIVE DUTIES AND SERVICE ROLES CONTINUED

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|--|-----------|
| <p>Member, Wolfe-Western Fellowship At-Large for Outstanding Newly Recruited Research Scholars Adjudication Committee; Member, Hellmuth Award Selection Committee; Member, Research Committee at UWO Faculty of Education</p> | 2018-2019 |
| <p>Co-Director, Knowledge Network for Applied Education Research (KNAER) Secretariat; Member, Ontario Principals' Council, Additional Qualification Advisory Committee; Director, Western Centre for Excellence in Educational Leadership (WCEEL); Member, Hellmuth Award Selection Committee; Member, SSHRC Insight Grant Review Committee</p> | 2017–2018 |
| <p>*Co-Director, Knowledge Network for Applied Education Research (KNAER) Secretariat; Member, Ontario Principals' Council, Additional Qualification Advisory Committee <small>* on functional accommodation from employer for 2016–2017</small></p> | 2016–2017 |
| <p>Sabbatical Co-Director, Knowledge Network for Applied Education Research (KNAER) Secretariat; Member, Ontario Principals' Council, Additional Qualification Advisory Committee</p> | 2015–2016 |
| <p>Co-Director, Knowledge Network for Applied Education Research (KNAER) Secretariat; Co-Director, University Council for Educational Administration (UCEA) Centre for International Study of School Leadership; Director, Western Centre for Excellence in Educational Leadership (WCEEL); Member, Ontario Educational Research Panel; Faculty Council Representative to King's College at Western; PI, Carnegie Project for the study of the Educational Doctorate (CPED)</p> | 2014–2015 |
| <p>Co-Director, Knowledge Network for Applied Education Research (KNAER); Co-Director, University Council for Educational Administration (UCEA) Centre for International Study of School Leadership; Member of the Ministry of Education, Principal Workload Advisory Committee; Faculty Council Representative to King's College; Member, Ontario Educational Research Panel</p> | 2013–2014 |

UNIVERSITY ADMINISTRATIVE DUTIES AND SERVICE ROLES CONTINUED

| | |
|--|------------------|
| <p>Co-Director, Knowledge Network for Applied Education Research (KNAER); Co-Director, University Council for Educational Administration (UCEA) Centre for International Study of School Leadership; Member of the Faculty Research Committee; Committee member for program and planning for the Master’s in Professional Education degree (<i>Educational Leadership</i>); Committee member for programming and planning for the Master’s in Professional Education degree (<i>Educational Leadership in Catholic Education</i>); Committee member for programming and for the research-intensive Master’s and PhD degrees in Policy Studies area; Member of the Search Committee for Educational Leadership area; Member of the Advisory Board for the Centre for Educational Leadership and Social Justice, Duquesne University, Pittsburgh; Member of the Ministry of Education, Principal Workload Advisory Committee; Faculty Council Representative to King’s College</p> | <p>2012–2013</p> |
| <p>Faculty Director, Thames Valley District School Board (TVDSB)/UWO Collaborative Master’s Education Program; Co-Director, Knowledge Network for Applied Education Research (KNAER); Member, CREVAWC Management Committee; Facilitator, Professional Development Sunrise Sessions, Thames Valley District School Board (TVDSB)</p> | <p>2011–2012</p> |
| <p>Member, Althouse Press Publications Committee; Member, Thames Valley District School Board (TVDSB)/UWO Steering Committee for Collaborative Master’s Education Program; Member, CREVAWC Management Committee; Member, Programming committee for the ISSPP Boston Conference (June, 2011); Member, Provost’s Working Group on Key Messages and Visual Identity</p> | <p>2010–2011</p> |
| <p>Member, Althouse Press Publications Committee; Member, New Faculty Working Group; Member, Thames Valley District School Board (TVDSB)/UWO Steering Committee for Collaborative Master’s Education Program; Member, CREVAWC Management Committee; Co-coordinator, Thames Valley District School Board (TVDSB)/UWO Experienced Principals Professional Learning Modules</p> | <p>2009–2010</p> |

UNIVERSITY ADMINISTRATIVE DUTIES AND SERVICE ROLES CONTINUED

| | |
|---|-----------|
| Member , Althouse Press Publications Committee; Member , Graduate School of Studies Committee; Member , Special Graduate School of Studies Program Review committee; Member , Associate Dean's Admissions Review Committee; Member , New Faculty Working Group; Member , Thames Valley District School Board (TVDSB)/UWO Steering Committee for Collaborative Master's Education Program | 2008–2009 |
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TEACHING

Undergraduate Courses Taught and Evaluations

| Course | Teaching Assignment | Delivery Method | Enrolment | % Response | Overall Mean (Max = 7) | Year |
|--------|----------------------|-----------------|-----------|---------------|------------------------|-----------|
| 5499 | 0122 | In person | 122 | 84 | 3.1 | 2010-2011 |
| 5002 | Lectures (2x2) | In person | 723 | Not evaluated | | 2009-2010 |
| | Tutorial Section 013 | In person | 30 | 100 | 6.5 | 2009-2010 |
| | Tutorial Section 017 | In person | 30 | 93 | 6.7 | 2009–2010 |
| 5002 | Lectures (1x2) | In person | 800 | Not evaluated | | 2008-2009 |
| | Tutorial Section 009 | In person | 27 | 85 | 6.4 | 2008-2009 |
| | Tutorial Section 015 | In person | 28 | 96 | 6.0 | 2008-2009 |

Undergraduate Course Descriptions

| Course | Title | Description |
|--------|--|--|
| 5002 | Social Foundations of Education | An introduction to teaching as a profession through the study of the historical, colonial, political, socio-cultural, and legal dimensions of education. The course includes a critical focus on the structure, governance and contexts of Ontario education, relevant policies, and issues of equity to inform the practices of educators. |
| 5499 | Special Topics: Occasional Teacher Preparation | A special course that examines the social, political, and legal dimensions of occasional teachers' work and critically explores the professional practice of occasional teaching. Topics include exploring what it means to be an occasional teacher, considering occasional teacher preparation, critically examining teaching strategies and establishing appropriate classroom management skills. |

Graduate Courses Taught and Evaluations

| Course | Delivery Method | Enrolment | % Response | Overall Mean (Max = 5) | Year |
|--------|--|--|------------|------------------------|-----------|
| 9720A | Online | 21 | 81 | | 2022–2023 |
| 9200A | In person | 12 | 100 | | 2022–2023 |
| 9715 | In person | 9 | 100 | | 2021–2022 |
| 9720A | Online | 19 | | | 2021 |
| 9720A | Online | 17 | 76 | | 2019–2020 |
| 9507B | In person | 7 | | | 2019–2020 |
| 9711B | In person | 19 | 74 | | 2018–2019 |
| 9200A | In person | 16 | 88 | 4.7 | 2017–2018 |
| | <i>Functional Accommodation from Head Injury</i> | | | | 2016–2017 |
| | <i>Sabbatical</i> | | | | 2015–2016 |
| 9721B | Online | 15 | 80 | 3.7 | 2014–2015 |
| 9688 | Online | <i>6 in total only 2 responded, evaluation not counted</i> | | | 2013–2014 |

Graduate Courses Taught and Evaluations Continued

| Course | Delivery Method | Enrolment | % Response | Overall Mean (Max = 5) | Year |
|---------------|-----------------|---|------------|------------------------|-----------|
| 9507A | In person | 18 | 67 | 4.3 | 2012–2013 |
| 9507Y | In person | 14 | 68 | 4.3 | 2011–2012 |
| 9688 (Summer) | In person | <i>Workshop course, no evaluation completed</i> | | | 2010–2011 |
| 9600 (Winter) | Hybrid | 6 | 100 | 4.8 | 2010–2011 |
| 9507Y | In person | 10 | 90 | 4.4 | 2010–2011 |
| 9600 (Winter) | Hybrid | 8 | 100 | 4.7 | 2009–2010 |
| 9507Y | In person | 12 | 100 | 4.6 | 2009–2010 |
| 9507 (Summer) | In person | 9 | 89 | 4.5 | 2008–2009 |
| 9600 (Winter) | Hybrid | 5 | 100 | 4.4 | 2008–2009 |
| 9678 (Fall) | In person | 6 | 100 | 4.8 | 2008–2009 |
| 9600 (Winter) | In person | 5 | 100 | 5 | 2007–2008 |
| 9507 (Winter) | In person | 7 | 100 | 4.3 | 2007–2008 |

Sample of Responses from Course Evaluations

| Course | Feedback |
|--------|---|
| 9720A | <p>Dr. Pollock creatively made use of course information from a variety of backgrounds. Course was not Eurocentric as previously experienced in other courses elsewhere.</p> <p>Katina was dynamic, well-prepared, and insightful in her lesson delivery. She designed learning experiences that were highly engaging and meaningful. Katina pushed my thinking and I know that I grew each week from our lessons &</p> |

assignments. Thank you!

I found Dr. Pollock's choice of articles, videos, etc. very helpful. This is clearly a well oiled machine. She really knows what she is doing and this model works. Very purposeful class. No throwaway lessons or articles.

I was impressed with how the instructor prepared material that was specific to the demographics of the cohort so that articles were relevant to our contexts and interests, but also based on the topic being examined. It was a really great start to the EdD program and I am very thankful to have had such a great first professor.

This course has given me a solid foundation to really dig into the rest of the program. I feel challenged personally to reflect deeply on my own thinking and have made valuable connections to others that will serve me well as part of this cohort. Thank you.

I have appreciated the rigour of the course within a humane approach. You have pressed me to think and grow my brain and you have made me optimistic and enthusiastic about the program and continuing. I am already able to find application in my work on a daily basis. Your ability to personalize and adjust is remarkable and your vulnerability and humility coupled with an intelligence, confidence and EQ acumen is unparalleled. Thank you for a great start to the program.

Thoughtful use of pedagogy to initiate students to their first course in the doctoral program. Helpful and kind.

Absolutely amazing experience. Tons of learning happening. Appreciate her openness and willingness to engage in our learning and questions.

Dr. Pollock is a compassionate scholar and leader.

Dr. Pollock was a wonderful professor to begin with on the EdD journey. She brought an appropriate balance of graduate academic focus with an understanding of the practitioner perspective for those of us working in the K–12 sector. I've enjoyed the course.

Thanks Katina. I appreciate your flexibility and openness to suggestions about the class from your students. You have a natural ability to create community and make

students feel comfortable. I also appreciate your honesty and vulnerability when modelling your own personal reflection on your teaching.

The class to start this program was very useful and practical. Katina was the right person to get us off to the start we needed in this program. She is a very knowledgeable instructor and more importantly, fair. I would like to thank Katina for setting us up for success and am hopeful that we will cross paths again.

I have very thoroughly enjoyed learning from Dr. Pollock. She was kind, relatable, intelligent, interesting, and made each class enjoyable. I learned so much from her stories and examples, as well as the way she presented herself in class. I sincerely hope our paths cross again. Thank you Katina for being a wonderful leader and prof.

Dr. Katina Pollock is a very knowledgeable and approachable instructor. I have appreciated her insights greatly as I am learning about the Problem of Practice (PoP) and the Organizational Improvement Plan (OIP) in this first course. I also feel that she was very open and responsive to our queries as students. My sincerest thanks to her for her dedication and diligence, patience and professionalism.

You could tell that there was an increased understanding of learning online throughout the course as she implemented different activity – great job.

Katina is passionate, knowledgeable, organized and helpful. She has worked hard to help us understand how to connect the readings to the topic and to teach us how to be more critical readers and thinkers.

The course was extremely valuable as a 'foundational piece' of my learning. In particular, the time spent on establishing a Problem of Practice was value-added. Thank you.

The class to start this program was very useful and practical. Katina was the right person to get us off to the start we needed in this program. She is a very knowledgeable instructor and more importantly, fair. I would like to thank Katina for setting us up for success and am hopeful that we will cross paths again.

I have appreciated the rigour of the course within a humane approach. You have pressed me to think and grow my brain and you have made me optimistic and enthusiastic about the program and continuing. I am already able to find application in my work on a daily basis. Your ability to personalize and adjust is remarkable and

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| | <p>your vulnerability and humility coupled with an intelligence, confidence and EQ acumen is unparalleled. Thank you for a great start to the program.</p> <p>The course is relevant and contemporary and presented in a manner that allows for the diversity of the cohort to enhance the work. I have thoroughly enjoyed the professor, course and my colleagues and I am looking forward to a challenging and rewarding journey in this program.</p> <p>I truly have never answered the highest rating before this. This course and Dr Pollock have solidified my decision to learn at Western.</p> <p>Dr. Pollock was a wonderful professor to begin with on the EdD journey. She brought an appropriate balance of graduate academic focus with an understanding of the practitioner perspective for those of us working in the K–12 sector. I've enjoyed the course.</p> <p>I've appreciated the instructor and the course. As an experienced practitioner I appreciate the adult approach to the course and have enjoyed the start to the semester.</p> |
| <p>9715</p> | <p>I appreciate Dr. Pollock's hard work in this year–round seminar course. She's engaging and passionate about academic work and willing to share her experiences with the class. I found these experiences helpful and gave me a more comprehensive understanding of the reality of being a doctoral student and working in academia.</p> <p>Dr. Katina Pollock has been very helpful in my Ph.D. so far. I found her to be patient, encouraging and listening throughout the course. The Ph.D. Seminar course was so well planned and executed, and it has been superbly helpful. The feedbacks provided on assignments were great and the course assignments led the way and prepared me for several initiatives that really enhanced my CV and also made it possible for me to apply for OGS and also present in the RMSE.</p> <p>The course was well structured. The combination of professional development content and academic content was very useful for first–year Ph.D. students. Dr. Pollock was very knowledgeable and personable, which made going to class very exciting. Dr. Pollock was very organized in class structure.</p> <p>Thank you, Dr. Pollock. You are knowledgeable, engaging, but most importantly,</p> |

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| | <p>you have invested in trying to get know us and our learning journey. By understanding who we are individually, you have been able to identify strengths and weaknesses and provide guidance, support, and encouragement when and where it is needed. At times, it can be very uncomfortable as you challenge us but you do so to help us grow. Truly wonderful person, instructor, mentor, and scholar.</p> <p>Dr. Pollock provides genuine care for the success of her students, with a fair balance of challenge and support. Personally, I feel I have gained an abundance of growth in this Ph.D. seminar, which has paved the path to the next phase of my research. Dr. Pollock provides practical 'tidbits' throughout the term that have been very helpful in engaging with the course content, inside and outside of the classroom. I feel confident in my understanding of the topic areas and appreciate the ongoing feedback from Dr. Pollock.</p> <p>Dr. Pollock sets us up for success not just academically but also professionally. She provided the best comments to any piece of writing I submitted, which helped a lot with directing my research on the right path.</p> <p>Dr. Pollock is knowledgeable, organized, engaging and invests time into each student individually to help guide their learning journey. The content of this foundational course is essential and useful in development of our research.</p> |
| <p>9711B</p> | <p>This course was an extremely useful and practical guide for my future studies. I appreciated hearing about the instructors' well informed experiences as a researcher. Thanks so much for a great semester!</p> <p>You're just amazing. Thank you for your outstanding efforts.</p> <p>Katina is knowledgeable and made it her mission to ensure that we understood how the process of qualitative research works. The guest speakers she invited to class were knowledgeable and offered expert advice for students at the beginning of this journey.</p> <p>This course was a very informative, practical and useful guide for qualitative research. It was a pleasure learning from Dr. Pollock!</p> <p>Great course, lots of opportunity to experience qualitative methods with observations, doc analysis, interviews, etc. We had a chance to apply knowledge. Important course, well taught!</p> |

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| | <p>Dr. Katina is a wonderful professor, she facilitates the class lectures with appropriate materials.</p> |
| <p>9200</p> | <p>Dr. Katina Pollock, thank you for creating specific, measurable, attainable, relevant and timely (SMART) goals for the class. You provide helpful comments and reviews on our in-class discussions and assignments. The evaluations challenged me to think critically. I also appreciate the wonderful instructions you give to guide us in our assignments. I am happy about the words you told us when we met you the first time. You said, "I expect a lot from you as my students." These words are always fresh in my mind and inspire me to work hard to achieve excellence in my studies. I appreciate you for showing interest in the well-being of your students. Dr. Katina Pollock, I praise you for the efforts you make to help me understand the social context of my research so I can produce impactful research.</p> <p>This is a robust course with a lot of content to cover. It is more challenging than my other courses as it required more readings, more assignments, and larger assignments. However, I learned plenty about time management, prioritizing responsibilities, and improving my writing skills.</p> <p>She has been a wonderful instructor to me. The coverage of the thematic topics, inviting experts for the topics, engaging students in virtual platforms to learn, focus on academic writings through varieties of assignments have been superb. Ira Bogotch, our first expert in school leaders hand social justice has been a great inspiration to me in particular. I can now directly relate public school principals in Nepal to the emerging concept of social justice school leadership beyond effective school leadership framework alone. I find myself lucky to have taken her course.</p> <p>The course really raised my awareness of issues that I was previously completely ignorant of. It has opened my eyes to the many inequities.</p> <p>Your classes are very engaging and I learned a lot from you throughout the semester. I really liked how you allowed us to related the course content to our own research. This really helped me get a head start on my research and made me feel more comfortable with beginning my program. Thank you.</p> |
| <p>9688</p> | <p>I very much enjoyed this course. I thought content and readings were excellent, and the professor was very committed and did an excellent job.</p> <p>It is really helping in my understanding and movement toward educational leadership practice.</p> |

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| 9271B | <p>Fabulous instructor and TA! I am thankful for such a wonderful course and experience thus far.</p> <p>The feedback on written work is exceedingly constructive. Lots of good learning!</p> |
| 9507A | <p>Katina does a great job making us aware of how to be critical thinkers and link the research into theory and then to effective practice. Great resources and guest speakers!</p> <p>Katina is very passionate and knowledgeable about leadership.</p> <p>The structure of the courses was excellent. Good and engaging instruction.</p> |

Course Descriptions: Graduate

| Course | Type | Title | Description |
|--------|------|---|---|
| 9715 | PhD | Seminar | An apprenticeship to doctoral studies and academe with a mixture of methodological, theoretical, and practical content based in the fields. Learning opportunities related to research design and implementation (from conceptualizing problems to writing dissertation), dissemination (e.g., publications and presentations), and writing grant proposals. Students will reflect critically on diverse forms of research, research resources, and their roles and responsibilities as researchers as they plan their own doctoral research. |
| 9720 | EdD | Contemporary Leadership Issues in Organizational Contexts | This course focuses on understanding and problematizing educational leadership; the history of the field, and contemporary trends, issues, and controversies. Emphasis in this course is on identifying and understanding leadership in broader societal contexts in which organizations are embedded. International and Indigenous contexts and perspectives will be considered. Course materials will consider specific topics that are relevant to the cohort. |
| 9711 | PhD | Qualitative Research in Education | An investigation of key philosophical and theoretical underpinnings of qualitative research and data analysis in education. Topics may include the significance of case study, ethnography, narrative inquiry, grounded |

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| | | | theory methodology, discourse analysis, interviewing, and observational techniques. |
| 9200 | MA/ PhD | Social Context of Education | This course examines a range of critical social theories and constructs in terms of their capacity to provide insight into the politics of education and the relation between education and society. Students will investigate broader philosophical and ideological questions that encourage critical reflexivity about power-knowledge relations constituting social contexts of education in an interconnected world. |
| 9721 | Edd | Educational Leadership Approaches and Ethical Concerns | In this course students will learn about key leadership paradigms and theoretical approaches, with focus on influences of power and politics in organizations. Students will examine a selection of problems of practice using multiple leadership approaches and ethical frameworks, with the aim of demonstrating how different approaches shape leadership aims and practices. International and culturally responsive approaches to leadership will be considered. |
| 9688 | MA/ PhD | Special Topics in Educational Policy Studies: Aims of Educational Leadership | Critical comparative assessment of selected purposes of education and implications for education leaders. Consideration will be given to various expectations used to assess schools and other education organizations and their implications for goals and actions of leaders. |
| 9507 | MA/ PhD | Graduate Seminar in Leadership | The various models, theories and concepts associated with leadership in schools will be examined. Particular focus will be on the major theoretical elements of leadership that are specific, relevant, and practical. Throughout, students will examine critically the current and seminal pieces of research in the area to identify possible trends in the study of leadership. |
| 9600 | MA/ PhD | Ontario Educational Policy in a Global Context | Consideration will be given to current theoretical approaches to the nature, development, implementation, and analysis of educational policy both locally and internationally, the role of research in the formulation and evaluation of policy and the skills necessary for the critical appraisal of specific policy issues. |

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| 9688 | MA/ PhD | Special Topics in Educational Policy Studies: Leadership Theory to Practice | This is a seminar course that interrogates the leadership theory to practice process by designing, delivering and critiquing a summer leadership academy. Participants must have completed Course 9507 as a prerequisite. Course 9507 lays the foundation for this course. This course is framed around a distributed leadership model. Students will research, develop, design and deliver a four-day summer institute focusing on School Leadership for 30 educators. |
| 9678 | MA/ PhD | Diverse Traditions: Approaches to Educational Research | An introduction to major approaches to researching questions pertaining to students in curriculum studies and studies in applied linguistics. Topics are designed to support students in reading, evaluating, interpreting, and conducting educational research in their own areas of interest. |

Teaching Awards

| Name of Award | Organization | Date |
|---|--------------|------------------|
| University Students' Council Excellence in Graduate Teaching Award Honour Roll | UWO | 2018; 2019 |
| <i>Nominated:</i> Canadian Committee of Graduate Students in Education Mentorship Award | CCGSE | 2010; 2013, 2018 |
| University Students' Council Award of Excellence Teaching Honour Roll | UWO | 2009-2010 |

Graduate Supervisions

| Project Type | Successfully Completed | In Progress | Total |
|-------------------------|------------------------|-------------|-------|
| PhD Thesis | 5 | 7 | 12 |
| EdD Thesis | 6 | 0 | 6 |
| Master's Thesis | 10 | 1 | 11 |
| PhD Committee Member | 1 | 0 | 1 |
| EdD Committee Member | 0 | 1 | 1 |
| EdD Advisory Committees | 2 | 0 | 2 |

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| Master’s Advisory Committees | 5 | 0 | 5 |
| PhD Thesis Examiner | 6 | 0 | 6 |
| EdD Thesis Examiner | 7 | 0 | 7 |
| Organizational Improvement Plan Examiner | 4 | 0 | 4 |
| Master’s Thesis Examiner | 9 | 0 | 9 |
| PhD Thesis Proposal Examiner | 1 | 0 | 1 |
| Directed MA Research Projects | 1 | 0 | 1 |
| Directed MEd Research Projects | 2 | 0 | 2 |
| Directed MEd Research Projects (Examiner) | 8 | 0 | 8 |
| Independent Reading and Research Course Supervised | 9 | 0 | 9 |
| Total | 76 | 9 | 85 |

| Thesis Work | Titles |
|--|--|
| PhD Dissertation Supervisor (Total 12) | <p>Mairaj, B. (In progress). <i>How principals support refugee students in public schools in Ontario</i> (CPELS). UWO.</p> <p>Adu-Bobi, A. (In progress). <i>Well-being and self-care of K-12 school principals in a pandemic</i> (CPELS). UWO.</p> <p>Al-Sabbagh, S. (In progress). <i>The underrepresentation of minorities in school leadership positions</i> (CPELS). UWO.</p> <p>Choudhary, A. (In progress). <i>Promoting inclusive school leadership: The work and well-being of Islamic school principals in Ontario</i>.</p> <p>Nielsen, R. (In progress). <i>Ontario school leaders’ understandings of equity in virtual school spaces</i>.</p> <p>Singh, S. (In progress). <i>Bardiya public school leaders understanding of social justice leadership</i>.</p> <p>Ebied, R. (2023, June). <i>Ontario principals’ support for Syrian refugee students: Cultivating compassionate schools</i>.</p> |

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| | <p>Mahammad, K. (On academic leave May 2021–August 2021, November 2021–present). <i>Islamic school principals' approach to student mental health in Ontario</i>.</p> <p>Swapp, D. (2022, March). <i>School principals' work in Grenada</i>. (Doctoral dissertation). (CPELS).</p> <p>Walker, A. (2021, May). <i>Jamaican secondary school principals' occupational mental health and well-being</i>. (CPELS).</p> <p>Ahmed, A. (2016, December). <i>The role of leadership in supporting Muslim students in public schools</i>. (CPELS).</p> <p>Mindzak, M. (2015). <i>Understanding the unpaid contributions of teacher-volunteers</i>. (CPELS).</p> |
| <p>Edd Dissertation Supervisor (Total 6)</p> | <p>General, S. (2019). <i>An exploration of collaborative partnerships in Indigenous language revitalization in a First Nation community</i>.</p> <p>Powell, G. (2017). <i>Understanding instructional leadership: Perceptions of elementary principals</i>.</p> <p>Lim, L. (2016). <i>Understanding and negotiating the secondary vice-principal role: Perspectives of secondary principals</i>.</p> <p>Ball, C. (2016). <i>Exploring how elementary school principals understand and manage accountability expectations in their work</i>.</p> <p>Thompson, C. (2016). <i>Collaborative work environments: Development and sustainability</i>.</p> <p>Gonyou-Brown, J. (2016). <i>Ontario elementary principals supporting the newest teachers</i>.</p> |
| <p>MA Thesis Supervisor (Total 11)</p> | <p>Ogunbanwo, O. (In progress). <i>Educators Working in High-Poverty Schools After COVID-19</i> (CPELS). UWO.</p> <p>Scott, C. (2013). <i>The transition of newcomer youth in Ontario educational policy: A discourse analysis</i> (Master of Education thesis, Education Policy Studies). UWO.</p> <p>Pearce, J. (2012). <i>Volunteering in schools by newly certified, unemployed teachers: Sites of work and learning</i>. (Master of Education thesis, Education Policy Studies). UWO.</p> |

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| | <p>Swapp, D. (2012). <i>Exploring a school principal's work in contemporary times</i>. (Master of Education thesis, Education Policy Studies). UWO.</p> <p>Chalikakis, A. (2012). <i>Occasional teachers' identities while completing daily supply and long-term occasional work</i>. (Master of Education thesis, Education Policy Studies). UWO.</p> <p>Bendheim, J. (2011). <i>The classroom setting and how it influences occasional teachers' work</i>. (Master of Education thesis, Education Policy Studies). UWO.</p> <p>Hinschberger, B. (2011). <i>The principals' role in classroom assessment practices</i>. (Master of Education thesis, Education Policy Studies). UWO.</p> <p>Stubbs, A. (2011). <i>Out of place</i>. (Master of Education thesis, Education Policy Studies). UWO.</p> <p>Higginbottom, K. (2010). <i>What can educational leaders learn from Oprah Winfrey's ability to persuade</i> (Master's thesis, Education Policy Studies). UWO.</p> <p>Moir, W. (2010). <i>Student engagement and retention in Ontario's university system</i>. (Master of Education thesis, Education Policy Studies). UWO.</p> <p>Tuters, S. (2009). <i>Investigating teachers' understanding and responses to diversity in a rural Ontario classroom</i>. (Master of Education thesis, Education Policy Studies). UWO.</p> |
| PhD Committee Member (External) (Total 1) | Hauseman, D. C. (2018). <i>How principals manage their emotions</i> . (UofT). |
| EdD Committee Member (External) (Total 1) | Gledhill, K. (In Progress). <i>Who do we trust? Life histories of women in school leadership</i> (UBC). |
| EdD Advisory Committees (Total 2) | <p>McCarthy, T. (2016). <i>The role of the secondary vice-principal and its relationship with the Ontario Leadership Framework</i>. (UWO)</p> <p>Hohner, J. (2016). <i>Exploring the transition from classroom teacher to vice-principal in rural schools: A case study</i>. (UWO).</p> |

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|---|--|
| <p>Master's Advisory Committees (Total 5)</p> | <p>Bin Singh, S. (2015). <i>Leadership practices of principals of selected public secondary schools in Kathmandu, Nepal</i> (Master's thesis). (CPELS)</p> <p>Kalat, K. (2011). <i>The experiences of literacy and numeracy coaches in implementing to raise student achievement</i>. (Master's thesis). (CPELS).</p> <p>Piccinin, V. (2010). <i>Success from failure?: The Ontario secondary school literacy course</i>. (Master of Education thesis). (CPELS).</p> <p>Pennycook, J. (2009). <i>(Re)Engendering classroom space: Teachers and the politics of boys' literacy under neoliberalism</i>. (Master of Education thesis). (CPELS).</p> <p>Willoughby, D. T. (2009). <i>Student connectedness during the transition to secondary school</i>. (Master of Education thesis). (CPELS).</p> |
| <p>PhD Thesis Examiner (Total 6)</p> | <p>Le, A. T. H. (2022). <i>Steering at a distance: A qualitative case study of institutional autonomy at a Vietnamese Public University</i>. Western.</p> <p>Blanchard, K. (2020). <i>Is responsible leadership possible?</i> Western.</p> <p>Yearwood, C. (2020). <i>The experiences of secondary long-term occasional teachers (LTOs) seeking permanent employment in Ontario</i>. OISE/UT.</p> <p>Williams, M. A. (2018). <i>Complexity and coherence: A mixed-methods study of educational leadership and the developments of leadership standards in Nova Scotia</i>. St. Francis Xavier, NS.</p> <p>MacKinnon, K. H. (2017). <i>"Thank goodness you are a man!" Troubling gender and principals' leadership in elementary schools</i>. OISE/UT.</p> <p>Tapp-Neville, R. (2015). <i>Collaborative research and the scholarship of engagement: Challenges for academic researchers</i>. Memorial University.</p> |
| <p>Edd Thesis Examiner (Total 7)</p> | <p>Yearwood, C. (2020). <i>A critical examination of the hiring of secondary long-term occasional teachers in Ontario</i>. OISE/UT.</p> |

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| | <p>Kim, J. (2018). <i>Social Emotional Learning Policy and its Implementation in One School District in British Columbia (CPELS)</i>. UWO.</p> <p>Sotropa, T. (2017). <i>Changing school culture to engage students</i>.</p> <p>Moen, D. (2017). <i>Democratic implementation of anywhere, anytime, anyway learning through blended synchronous delivery in a postsecondary institution in Canada</i>.</p> <p>Clarke, L. (2017). <i>Improving principal professional practice through communities of practice</i>.</p> <p>Goertz, T. (2017). <i>Building leadership capacities through course development planning at a conventional university</i>.</p> <p>DeKoning, A. (2016). <i>Pathways to inclusion: Organizational practices and collaboration in the least restrictive environment in a high school in Northern California</i>.</p> |
| <p>Organizational Improvement Plan Examiner (Total 4)</p> | <p>Clarke, L. (2017). Improving principal professional practice through communities of practice.</p> <p>Goertz, T. (2017). Building leadership capacities through course development planning.</p> <p>Sotropa, T. (2017). Changing school culture to engage disengaged students.</p> <p>Moen, D. (2017). Democratic implementation of “anywhere, anytime learning” through blended synchronous delivery in a postsecondary institution in Canada.</p> |
| <p>Master’s Thesis Examiner (Total 8)</p> | <p>Mackie, P. (2019). <i>How do different policy actors frame education reform policies in Ontario?</i> (CPELS). UWO.</p> <p>McKechnie, S. (2018). <i>Skills and student affairs: A discourse analysis</i> (CPELS ARC). UWO.</p> <p>Waleksa, V. (2013). <i>Factors responsible for work–life conflict: A study comparing the teaching and legal professions</i>. (Counselling Psychology). UWO.</p> <p>Ballantyne, D. (2013). <i>The Ontario Leadership Framework and leadership intersections in a sustained working group in Ontario education</i>. (Education Policy Studies). UWO.</p> |

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|---|---|
| | <p>Cates, S. (2012). <i>Exploring school principals' perspectives on emotional intelligence</i>. (Department of Graduate and Undergraduate Studies in Education). Brock University.</p> <p>Paterson, P. (2011). <i>A shift in role: The perspectives of Ontario secondary principals working in data-driven environments</i>. (Department of Graduate and Undergraduate Studies in Education). Brock University.</p> <p>Bell, R. (2011). <i>The role of student success teachers in Ontario secondary schools</i>. (Curriculum Studies). UWO.</p> <p>Varkaris, F. (2010). <i>Problem-based learning in technology at Fanshawe College</i>. (Curriculum Studies). UWO.</p> <p>Henderson, J. (2009). <i>Trust development in the teacher–principal relationship</i>. (Education Policy Studies). UWO.</p> |
| PhD Thesis Proposal Examiner (Total 1) | Newton-Thompson, C. (2016). <i>Mentoring relationships of black female secondary school principals</i> . OISE/UT. |
| Directed MA Research Projects (Total 1) | Nielsen, R. (2020). <i>Negotiating access for collaborative inquiry into Yukon educational leadership: An autoethnography</i> (Master of Arts Research Project, Critical Policy, Equity, and Leadership). UWO. |
| Directed MEd Research Projects (Total 2) | <p>Akanos, E. (2010). <i>Improving educational outcomes in culturally diverse classrooms: The case of recent African immigrants</i>. (Master of Education, Education Policy Studies). UWO.</p> <p>Taylor, A. (2009). <i>Performed masculinities in an online academic discussion board</i>. (Master of Education, Education Policy Studies). UWO.</p> |
| Directed MEd Research Projects (Examiner) (Total 8) | <p>Brent, A. (2011). <i>Effective strategies for successful administrative transitions</i>.</p> <p>Bruneel, K. (2010). <i>The perceptions of principalship and principal paucity: A review of perceptions and attitudes in the Huron-Perth Catholic District School Board</i>.</p> <p>Tudhope, J. (2010). <i>Building leadership capacity</i>.</p> <p>Lashbrook-Sherman, J. (2010). <i>Sustaining leadership at the school level</i>.</p> |

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| | <p>Morrison, A. (2010). <i>Building sustainable leadership capacity at the system level.</i></p> <p>Patricia Tomico, P. (2010) <i>Leadership preparation of vice-principals within TVDSB Board.</i></p> <p>Phillips, M. (2010). <i>Building leadership capacity: The challenges and solutions of a principal.</i></p> <p>Handley, S. (2010). <i>Staffing decisions of principals with building leadership capacity in mind.</i></p> |
| <p>Independent Reading and Research Course Supervised (Total 9)</p> | <p>Nielsen, R. (2018). <i>Leadership in Canada’s Northern public schools.</i></p> <p>Morgan, M. (2014). <i>Secondary school principals’ leadership tensions.</i></p> <p>Sattler, P. (2012). <i>Post-secondary education and workforce development.</i></p> <p>Nywenig, B. (2012). <i>The Ontario Secondary School Literacy Test and English teachers’ work.</i></p> <p>Dencev, H. (2011). <i>Sense of place in the differentiated instruction and assessment classroom.</i></p> <p>Sattler, P. (2010). <i>Education governance in Finland.</i></p> <p>Anderson, K. (2009). <i>Investigating student success among children in foster care settings.</i></p> <p>Stubbs, A. (2009). <i>Cultural capital beyond the classroom: First generation university students and consequences of career capital.</i></p> <p>Taylor, A. (2008). <i>Gender issues in distance learning.</i></p> |

Additional Supervision and Preparation of Highly Qualified Personnel

| Type | Names | Year |
|---|---|--|
| <p>Graduate Research Assistants/ Graduate Student Assistantship (Total 27)</p> | <p>Ruth Nielsen, Asad Choudhary, Alfred Abu-Dobi, Samah Al-Sabbagh, Bushra Mairaj, Toyosi Ogunbanwo</p> <p>Raghad Ebied, Ruth Nielsen, Shankar Singh, Chloée Godin-Jacques, Asad Choudhary</p> <p>Raghad Ebied, Khalid Mahamad, Ruth Nielsen, Shankar Singh</p> | <p>2022–2023</p> <p>2021–2022</p> <p>2020–2021</p> |

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|---|---|------------------------|
| | Raghad Ebied, Khalid Mahamad, Ruth Nielsen, Noordin Omar, Shankar Singh, Annette Walker | 2019–2020 |
| | Raghad Ebied, Khalid Mahamad, Ruth Nielsen, Shankar Singh, Donna Swapp, Annette Walker, Wei Wei | 2018–2019 |
| | Raghad Ebied, Khalid Mahamad, Shankar Singh, Annette Walker, Wei Wei | 2017–2018 |
| | Georges Wakim, Wei Wei Sabbatical | 2016–2017 2015–2016 |
| | Asma Ahmed, Patricia Briscoe, Julia Lowe, Michael Mindzak | 2014–2015 |
| | Asma Ahmed, Patricia Briscoe, Julia Lowe, Michael Mindzak | 2013–2014 |
| | Kelly Bairos, Patricia Briscoe, Clara Isabel Tascon De Arcila, Julia Lowe, Michael Mindzak, Donna Swapp | 2012–2013 |
| | Annamarie Chalikakis, Michael Mindzak, Jennifer Pearce, Donna Swapp, Keith Willoughby | 2011–2012 |
| | Kelly Bairos, Beth Bauer, Christopher Lyons, Alex Stubbs | 2010–2011 |
| | Katarzyna Kalat, Andrea Taylor | 2009–2010 |
| Teaching Assistants (Total 3) | Annette Walker | 2018–2019 |
| | Michael Mindzak | 2014–2015 |
| | Beth Bauer, Peter-Joseph Melkonian | 2010–2011 |
| Other Highly Qualified Personnel Trained (Total 4) | Shasta Carr-Harris | 2015–2018 |
| | Cameron Hauseman | 2013–2018 |
| | Stephanie Tuters | 2015–2016 |
| | Fei Wang | 2013–2014 |

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| Student Awards (Total 12) | Swapp, D. *Winner, Thomas B. Greenfield Award, CASEA | 2023 |
| | Swapp, D. *Winner, FIPA Professor Cecille DePass Research Award | 2022 |
| | Nielsen, R. *Winner, Dr. Allen Pearson Award in Educational Leadership, Western University | 2021 |
| | Walker, A. *Winner, FIPA Professor Cecille DePass Research Award | 2021 |
| | Nielsen, R. (Fall). *Winner, Dr. Allen Pearson Award in Educational Leadership, Western University | 2019 |
| | Nielsen, R. (Fall). *Winner, The Terry Demers Memorial Graduate Bursary, Western University | 2019 |
| | Nielsen, R. (Spring). <i>Strategies for community-driven educational leadership in one Yukon community.</i> *Winner, Northern Studies Training Program Award | 2019 |
| | Walker, A. *Winner, David L. Clark National Graduate Student Award | 2016 |
| | Swapp, D. *Winner, The Robert MacMillan Graduate Award in Educational Leadership, Western University | 2014 |
| | Swapp, D. (Fall) <i>Exploring a school principal's work in contemporary times.</i> *Winner, The W. A. Townshend Gold Medal in Education | 2012 |
| | Chalikakis, A. (Spring) <i>Occasional teachers' identities while completing daily supply and long-term occasional work.</i> *Winner, The W. A. Townshend Gold Medal in Education | 2012 |
| | Anderson, K. <i>Students living in foster care and the "learning to 18 Initiative."</i> | 2011 |

*Winner of the **Jessica Jean Campbell Coulson Award**,
Centre for Inclusive Education Centre, Faculty of
Education, Western.

RESEARCH FUNDING

| PI | CI | Granting Agency | Grant Title | Total Amount | Start Date | End Date |
|-----------------------------|--|---|--|-------------------------|------------|----------|
| K. Pollock | | Western Faculty of Education | Work and Wellness of Ontario and Chilean School Principals | \$6,900.00 | 2023 | 2024 |
| D. Swapp | K. Pollock , F. Wang, A. Annette | Spencer Foundation | Decolonizing School Leadership across Transnational Spaces | \$75,000USD | 2022 | 2025 |
| Ontario Principals' Council | D. Tranter, K. Pollock , N. Trépanier | Ontario Principals' Council | Trauma Sensitive School Leadership | \$2,500.00 (Honorarium) | 2021 | 2022 |
| K. Pollock | | Western Research | Knowledge Mobilization Innovation Grant | \$7,500.00 | 2021 | 2023 |
| K. Pollock | F. Wang | SSHRC Insight Grant | The Intensification of Secondary School Principals' Work | \$250,000.00 | 2016 | 2023 |
| K. Pollock | R. Nielsen | Western's Northern Studies Committee | Northern Studies Training Program Award | \$2,030.00 | 2019 | 2019 |
| K. Pollock | F. Wang | Association des directions et directions adjointes des écoles franco-ontariennes (ADFO) | Principals' Work in Ontario's French-Language Schools | \$57,000.00 | 2018 | 2019 |
| K. Pollock | | Ontario Ministry of Education | RFS 3282 Updating/Revising the Ontario | \$293,450.00 | 2017 | 2018 |

| | | | Leadership Framework (2013) | | | |
|-------------------------------------|-------------------------|---|--|--|------|------|
| K. Pollock & C. Campbell | | Ontario Ministry of Education, Education Research & Evaluation Branch | Renewed KNAER Tripartite Agreement | 1,594,600.00 (total) \$797,300.00 (UWO) | 2015 | 2020 |
| K. Pollock & C. Campbell | | Ontario Ministry of Education, Education Research & Evaluation Branch | Renewed KNAER, Transfer Payment Agreement | \$821,800.00 (total) \$410,900.00 (UWO) | 2015 | 2020 |
| K. Pollock | F. Wang C. Hauseman | Ontario Principals' Council (OPC) | The Nature of Vice-Principals Work | \$60,000.00 | 2015 | 2017 |
| K. Pollock | B. Faubert | Ontario Ministry of Education, Safe Schools and Student Well-being Branch | RFS 2060 School Suspension and Expulsion Program Evaluation | \$127,652.00 | 2015 | 2017 |
| L. Pinto | K. Pollock S. Winton | SSHRC Insight Grant | Policy Layer Enactment: New Terrains of Understanding | \$316,000.00 | 2015 | 2022 |
| K. Pollock | | SSHRC Insight Development Grant | The Contemporary Work of Secondary School Principals | \$63,000.00 | 2013 | 2015 |
| K. Pollock | | Ontario Ministry of Education, Education Research & Evaluation Branch | Knowledge Network for Applied Education Research (KNAER) | \$114,525.00 | 2013 | 2014 |
| K. Pollock | | Ontario Ministry of Education, Education Research & Evaluation Branch | Tools, Resources and Knowledge Generated by the KNAER | \$24,000.00 | 2013 | 2013 |
| K. Pollock | | Western Teaching Support Centre | Western Mentoring Micro Grant | \$1,500.00 | 2012 | 2013 |
| K. Pollock | | Ontario Ministry of Education, Leadership Branch | The Nature of Administrators' Work (interviews and on-site observations) | \$33,000.00 | 2012 | 2013 |

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|--|-------------|---|---|------------------|------|------|
| K. Pollock | | Ontario Principals' Council | The Nature of Administrators' Work (online survey) | \$34,000.00 | 2012 | 2013 |
| K. Pollock | | Academic Development Fund (ADF) (Small) | The Nature of Administrators' Work (pilot study) | \$7,600.00 | 2012 | 2013 |
| K. Pollock | | Faculty of Education Internal Research Grant | The Nature of Administrators' Work (pilot study) | \$2,000.00 | 2012 | 2013 |
| K. Pollock | | SSHRC Internal Travel Conference Grant | CIES, Puerto Rico | \$1,813.00 | 2012 | 2012 |
| K. Pollock | | Faculty of Education Internal Conference Grant | AERA 2102, Vancouver | \$1,200.00 | 2012 | 2012 |
| K. Pollock (R. Macmillan 2010-2011) | C. Campbell | Ontario Ministry of Education, Education Research & Evaluation Branch | Knowledge Network for Applied Education Research (KNAER) | \$1,337,129.00 | 2011 | 2013 |
| K. Pollock | | SSHRC Internal Travel Conference Grant | UCEA Convention, Pittsburgh | \$1,522.00 | 2011 | 2011 |
| K. Pollock | | Faculty of Education Internal Conference Grant | ISSPP Conference, Boston | \$2,500.00 | 2010 | 2011 |
| K. Pollock | | SSHRC Internal Travel Conference Grant | Conference Grant | \$1,968.00 | 2010 | 2011 |
| K. Pollock | | SSHRC Internal Research Award | School Leadership in the Midst of Challenging Local Conditions and External Accountability Research Project | \$6,737.00 | 2010 | 2011 |
| K. Pollock | | Faculty of Education Internal Conference Grant | Conference Grant | \$1,200.00 | 2010 | 2010 |
| K. Pollock | | Faculty of Education Internal Conference Grant | Conference Grant | \$1,200.00 | 2010 | 2010 |
| S. Winton | K. Pollock | Canadian Studies Grant Program | Critical Issues in Educational Policy: Canadian | \$4,365.00 (USD) | 2010 | 2013 |

| | | | | & American Perspectives | | |
|-------------------|------------|---|---|----------------------------|------------|------------|
| S. Winton | K. Pollock | Transborder Research University Network (TRUN-UB) | Successful School Principals in Challenging School Contexts: A Transborder Comparison | \$1,000.00 (USD) | 2010 | 2010 |
| K. Pollock | S. Winton | Transborder Research University Network (TRUN-UWO) | Successful School Principals in Challenging School Contexts: A Transborder Comparison | \$1,219.00 | 2010 | 2010 |
| K. Pollock | | Transborder Research University Network (TRUN) | Teaching / Research Grant | \$750.00 | 2010 | 2010 |
| K. Pollock | | Faculty of Education Internal Conference Grant | School Leadership in Faith-Based Schools in the Midst of Challenging Local Conditions and External Accountability | \$1,932.00 | 2009–01–12 | 2010–31–04 |
| S. Winton | K. Pollock | Canadian-American Studies Committee (UB-SUNY) | Research / Teaching Grant | \$750.00 (USD) | 2010–20–01 | 2010–30–08 |
| K. Pollock | | Elementary Teachers' Federation of Ontario (ETFO) | Research Grant: Occasional Teachers' Access to Professional Learning | \$25,000.00 | 2009–01–10 | 2010–31–08 |
| K. Pollock | | The Dean's Teaching Innovation and Development Fund | Conference Grant | \$1,200.00 | 2009–14–08 | 2009–17–08 |
| K. Pollock | S. Winton | Transborder Research University Network (TRUN-UWO) | Teaching / Research Grant | \$200.00 | 2009–30–03 | 2010–30–03 |
| K. Pollock | | SSHRC Internal Travel Conference Grant | Conference Grant | \$1,600.00 | 2009–01–03 | 2009–30–05 |

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|-------------------|------------|--|---|----------------|------------|------------|
| S. Winton | K. Pollock | Canadian-American Studies Committee (UB-SUNY) | Policy Analysis: Canadian and American Perspectives | \$750.00 (USD) | 2009–20–01 | 2009–30–03 |
| K. Pollock | | Faculty of Education Internal Research Grant | Occasional Teachers' Work Practices | \$2,487.78 | 2008–05–01 | 2009–04–30 |
| K. Pollock | | Faculty of Education Internal Conference Grant | Conference Grant | \$1,020.50 | 2008–05–01 | 2008–08–01 |

RESEARCH CONTRIBUTIONS AND KMB OUTPUTS: LIFETIME SUMMARY

| | |
|---|------------|
| Books Edited | 4 |
| Special Journal Issues Edited | 6 |
| Articles in Refereed Journals | 42 |
| Chapters in Books | 19 |
| Papers in Refereed Conference Proceedings | 3 |
| Papers in Refereed Conferences | 112 |
| Technical Reports | 23 |
| Book Reviews | 1 |
| Professional Journals | 16 |
| Non-refereed Conference Papers | 6 |
| Published Database | 1 |
| Program Reviews | 4 |
| Knowledge Mobilization | 32 |
| Presentations at Professional Meetings/ Workshops | 37 |
| Invited Speaker | 39 |
| TOTAL | 346 |
| Total Number of Citations in Peer-reviewed Articles (Google Scholar) As of 30/03/23 | 2,025 |

BIBLIOGRAPHY OF RESEARCH PUBLICATIONS

Legend:

Students at Western are underlined; Students at other institutions are underline and indicated with an ⁱ

International scholars are indicated with a *

Government representatives are indicated with a [∨]
Practitioners are indicated with a [^]

Books (Total 4)

*Lee, M., **Pollock, K.**, & *Tulowitzki, P. (Eds.). (2021). *How school principals use their time: Implications for school improvement, administration, and leadership*. Routledge.

Leithwood, K., *Sun, J., & **Pollock, K.** (Eds.). (2017). *How school leaders contribute to student success: The four paths framework*. Springer International Publishing.

[^]Johnston, J., [^]Myers, J., **Pollock, K.**, & [^]Zoet, C. (2008). *I am the teacher: Effective classroom management for occasional teachers*. Elementary Teachers' Federation of Ontario.

[^]Clark, R., Antonelli, F., Lacavera, D., Livingstone, D., **Pollock, K.**, Smaller, H., [^]Strachan, J., & Tarc, P. (2007). *Beyond PD days: Teachers' work and learning in Canada*. Centre for the Study of Education and Work and the Ontario Teachers' Federation.

Special Journal Issues Edited (Total 6)

Pollock, K., & Campbell, C. (Eds.) (2021). Developing professional capital through systems approaches to evidence-informed policy and practice [Special issue]. *Journal of Professional Capital and Community*, 6(1).

Pollock, K., Wang, F., & *Mahfouz, J. (Eds.). (2020, July). School administrators' well-being and mindfulness [Special issue]. *Journal of Educational Administration*, 58(4).

Pollock, K. (Ed.). (2016, December). The changing nature of school principals' work: An international perspective [Special issue]. *International Studies in Educational Administration*, 44(3).

Pollock, K. (Ed.). (2016, October). The changing nature of school principals' work: An international perspective [Special issue]. *International Studies in Educational Administration*, 44(2).

Pollock, K., & *Murakami, E. (Eds.). (2014, June). School leadership: Opportunities for comparative inquiry [Special issue]. *Canadian and International Education*, 42(2).

Pollock, K., & Ryan, J. (Eds.). (2013, May). Problems of practice: Canadian cases in educational leadership and policy [Special issue]. *Canadian Journal for Educational Administration and Policy*, 142.

Articles (Total 42)

Pollock, K., Nielsen, R., & Singh, S. (In press). School principals' work intensification and resilience: A call for structural change. *CJEAP*.

Pollock, K., Nielsen, R., & Wang, F. (2023). School principals' emotionally draining situations and student discipline issues in the context of work intensification. *Educational Management Administration and Leadership*, Advanced Online Publication, <https://doi.org/10.1177/17411432231165691>

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ⁱHauseman, D. C., **Pollock, K.**, & Wang, F. (2018, May). *The contemporary work of vice Principals* [Paper presentation]. 46th Annual CSSE Conference, Regina, SK, Canada.

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ⁱHauseman, D. C., Pollock, K., & Wang, F. (2015, June). *A day in the life of a contemporary school principal. What they do, how they do it and what gets in the way* [Paper presentation]. 2015 Canadian Association for the Study of Educational Administration (CASEA) Conference, Ottawa, ON.

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Papers in Refereed Conferences Continued

*Murakami, E., *Törnsén, M., & **Pollock, K.** (2014, April). *Standards and expectations for school principals in three educational contexts* [Paper presentation]. American Educational Research Association (AERA) Conference, Philadelphia, PA.

ⁱHauseman, D. C., **Pollock, K.**, Ahmed, A., [^]Briscoe, P. L., Swapp, D., & Mindzak, M. (2014, April). *The nature of school administrators' work in rural settings* [Paper presentation]. American Educational Research Association (AERA) Conference, Philadelphia, PA.

[^]Briscoe, P. L., **Pollock, K.**, Ahmed, A., ⁱHauseman, D. C., Swapp, D., & Mindzak, M. (2014, April). *Principals' conceptions of diversity* [Paper presentation]. American Educational Research Association (AERA) Conference, Philadelphia, PA.

Mindzak, M., **Pollock, K.**, Ahmed, A., [^]Briscoe, P. L., ⁱHauseman, D. C., & Swapp, D. (2014, April). *Principals' work and the challenges of instructional leadership* [Paper presentation]. American Educational Research Association (AERA) Conference, Philadelphia, PA.

Pollock, K., & *Murakami, E. (2013, November). *School principals' perceptions of their changing roles: Ontario, Canada and the United States* [Paper presentation]. University Council for Education Administration (UCEA) Conference, Indianapolis, IN.

*Murakami, E., **Pollock, K.**, & Törnsén, M. (2013, November). *Standards and expectations for school principals in three educational environments* [Paper presentation]. University Council for Education Administration (UCEA) Conference, Indianapolis, IN.

Pollock, K., & Winton, S. (2013, June). *Juggling multiple accountability systems: Three principals' approaches* [Paper presentation]. 23rd annual Canadian Society for Study of Education (CSSE) Conference, Victoria, BC.

Tascon De Arcila, C., **Pollock, K.**, Briscoe, P., Mindzak, M., Swapp, D., ⁱHauseman, D. C., & Ahmed, A. (2013, June). *Principals' work in contemporary times* [Paper presentation]. 23rd annual Canadian Society for Study of Education (CSSE) Conference, Victoria, BC.

^vMcWhorter, D., Levin, B., & **Pollock, K.** (2013, June). *Building knowledge mobilization in education* [Paper presentation]. 23rd annual Canadian Society for Study of Education (CSSE) Conference, Victoria, BC.

Pollock, K. (2013, April). *The work of contemporary school principals* [Paper presentation]. American Educational Research Association (AERA) Conference, San Francisco, CA.

Pollock, K., & Swapp, D. (2012, November). *The work of school leaders: Global similarities, local differences* [Paper presentation]. University Council for Education Administration (UCEA) convention, Denver, CO.

Papers in Refereed Conferences Continued

Winton, S., & **Pollock, K.** (2012, November). *Preparing principals for successful political leadership in Ontario, Canada* [Paper presentation]. University Council for Education Administration (UCEA) convention, Denver, CO.

Pollock, K., & Winton, S. (2012, May). *Defining and leading success in Ontario schools* [Paper presentation]. 22nd annual Canadian Society for Study of Education (CSSE) Conference, Waterloo, ON.

[√]McWhorter, D., Campbell, C., [√]Tyrer, D., [√]Lalande, J., Cooper, A., [^]Couchman, C., **Pollock, K.**, et al. (2012, May). *Government, university, and school district collaboration: Promotion of research use to improve education* [Symposium]. 22nd annual Canadian Society for Study of Education (CSSE) Conference, Waterloo, Ontario.

Higginbottom, K., & **Pollock, K.** (2012, May). *Influence strategies: What principals can learn from Oprah Winfrey* [Paper presentation]. 22nd annual Canadian Society for Study of Education (CSSE) Conference, Waterloo, ON.

Winton, S., & **Pollock, K.** (2012, May). *Successful leadership in Ontario, Canada: Provincial and local perspectives* [Paper presentation]. 22nd annual Canadian Society for Study of Education (CSSE) Conference, Waterloo, ON.

Mindzak, M., **Pollock, K.**, Swapp, D., & Pearce, J. (2012, May). *The nature of administrative work: The case of one school leader* [Paper presentation]. 22nd annual Canadian Society for Study of Education (CSSE) Conference, Waterloo, ON.

Pollock, K., & Ryan, J. (2012, April). *Comparing public school and private sector leadership* [Paper presentation]. 56th Annual Conference of the Comparative and International Education Society (CIES), San Juan, PR.

Pollock, K., Winton, S., & Ryan, J. (2012, April). *A cross-border collaborative blended learning initiative* [Paper presentation]. 56th Annual Conference of the Comparative and International Education Society (CIES), San Juan, PR.

Winton, S., & **Pollock, K.** (2012, April). *Different communities, different meanings: Defining success in three Ontario schools* [Paper presentation]. 56th Annual Conference of the Comparative and International Education Society (CIES), San Juan, PR.

Pollock, K. (2012, April). *Non-permanent teachers' access to work-related learning* [Roundtable]. American Educational Research Association (AERA) Conference, Vancouver, BC.

Papers in Refereed Conferences Continued

Pollock, K. (2011, November). *Preparing school leaders in international contexts: Implication from the international successful school principalship project (ISSPP)* [Roundtable]. University Council for Educational Administration (UCEA) convention, Pittsburgh, PA.

Winton, S., & **Pollock, K.** (2011, November). *Success and successful leadership in Ontario, Canada: Provincial and local perspectives* [Paper presentation]. University Council for Educational Administration (UCEA) convention, Pittsburgh, PA.

Pollock, K., & Winton, S. (2011, October). *Enhancement of graduate student learning through a cross-border blended education* [Paper presentation]. Collaboration for Online Higher Education Research (COHERE) Conference, University of Guelph, Cambridge, ON.

Pollock, K., Lopez, A., & Joshee, R. (2011, May). *Case study: Making it work or just getting by* [Paper presentation]. Fourth Annual Duquesne Educational Leadership Symposium. Sponsored by the UCEA Center for Educational Leadership and Social Justice, Pittsburgh, PA.

Pollock, K., & Winton, S. (2011, April). *School leadership in a faith-based school* [Paper presentation]. American Educational Research Association (AERA) Conference, New Orleans, LA.

Pollock, K. (2011, January). *The changing nature of teaching: Contingent work* [Paper presentation]. Ninth Annual Hawaii International Conference on Education, Honolulu, HI.

Pollock, K., & Winton, S. (2010, October). *Case study #2: Walt Miller, Maple Leaf Elementary School* [Symposium]. UCEA Center for School Site Leadership: Cross Case Analysis of Successful Leadership in High Poverty North American Schools, New Orleans, LA.

Winton, S., & **Pollock, K.** (2010, October). *Constraints and possibilities for advocacy leadership in Ontario schools* [Symposium]. University Council for Educational Administration (UCEA) Convention, New Orleans, LA.

Pollock, K. (2010, May). *Occasional teachers' access to professional learning* [Paper presentation]. 20th annual Canadian Society for Study of Education (CSSE) Conference, Montreal, QC.

Pollock, K., & Winton, S. (2010, May). *Comparative policy analysis in educational administration: Connecting understanding about policy through teaching, learning and analysis* [Symposium]. 20th annual Canadian Society for Study of Education (CSSE) Conference, Montreal, QC.

Papers in Refereed Conferences Continued

Pollock, K. (2010, April). *Professional virtual learning communities for contingent teacher workforces* [Paper presentation]. American Educational Research Association (AERA) Conference, Denver, CO.

Pollock, K., & Fushell, M. (2009, October). *Developing collaborative partnerships to support school administrators' professional learning* [Paper presentation]. EDGE Conference: Inspiration and Innovation in Teaching and Teacher Education, St. John's, NL.

Pollock, K., & Winton, S. (2009, October). *Hybrid courses and online policy dialogues: A transborder distance learning initiative* [Paper presentation]. EDGE Conference: Inspiration and Innovation in Teaching and Teacher Education, St. John's, NL.

Winton, S., & **Pollock, K.** (2009, August). *Teaching comparative policy analysis: A transborder distance learning initiative* [Paper presentation]. 25th annual conference on Distance Teaching & Learning, Madison, WI.

Pollock, K., & Fushell, M. (2009, May). *School administrators' professional learning through collaborative partnerships* [Paper presentation]. 19th annual Canadian Society for Study of Education (CSSE) Conference, Ottawa, ON.

Pollock, K. (2009, May). *Occasional teachers' pedagogical practices* [Paper presentation]. Canadian Society for Study of Education (CSSE) Conference, Ottawa, ON.

Pollock, K. (2009, April). *Nonpermanent teachers' professional identities* [Paper presentation]. American Educational Research Association (AERA) Conference, San Diego, CA.

Macmillian, R., & **Pollock, K.** (2009, April). *The creation of administrator networks to sustain system-wide initiatives* [Paper presentation]. American Educational Research Association (AERA) Conference, San Diego, CA.

Pollock, K. (2008, May). *Is an occasional teacher a "real" teacher?* [Symposium paper]. Canadian Society for the Study of Education (CSSE) Conference, Vancouver, BC.

Pollock, K. (2008, May). *Transitioning to the teacher workforce: Internationally educated teachers (IETs) as occasional teachers in Ontario* [Symposium paper]. Canadian Society for the Study of Education (CSSE) Conference, Vancouver, BC.

Ryan, J., Antonelli, F., & **Pollock, K.** (2007, May). *A survey of principals' inclusive practices*. [Symposium paper]. presented at the Canadian Society for the Study of Education (CSSE) Conference, Saskatoon, SK.

Papers in Refereed Conferences Continued

Pollock, K. (2007, May). *Expanding the teacher career cycle* [Paper presentation]. 18th annual Canadian Society for Study of Education (CSSE) Conference, Saskatoon, SK.

Gaskell, J., & **Pollock, K.** (2007, May). *Case 2: Educational responses to urban poverty*. [Symposium paper]. 18th annual Canadian Society for Study of Education (CSSE) Conference, Saskatoon, SK.

Pollock, K. (2006, June). *Occasional/supply teaching: The “holding pen” for internationally educated teachers?* [Paper presentation]. Second annual Work and Life-long Learning (WALL) Conference, Toronto, ON.

Pollock, K. (2006, May). *Diversity within the teacher workforce: What administrators need to know* [Paper presentation]. Canadian Society for the Study of Education (CSSE) Conference, Toronto, ON.

Redwing-Saunders, S., & Pollock, K. (2006, May). *Inclusive schools project: An initial report on quantitative design, collection, and analysis*. [Symposium paper]. 17th Canadian Society for The Study of Education (CSSE) Conference, Toronto, ON.

Pollock, K. (2006, May). *Learning within the occasional/supply teacher workforce* [Paper presentation]. 17th annual Canadian Society for the Study of Education (CSSE) Conference, Toronto, ON.

Redwing-Saunders, S., & Pollock, K. (2006, May). *Inclusive schools project: An initial report on quantitative design, collection, and analysis* [Symposium paper]. 17th annual Canadian Society for the Study of Education (CSSE) Conference, Toronto, ON.

Goldberg, M., Winton, S., Bhanji, Z., & **Pollock, K.** (2006, May). *Applying alternate policy approaches to understand the policy case of internationally trained teacher for today’s globalized world* [Paper presentation]. 17th annual Canadian Society for the Study of Education (CSSE) conference, Toronto, ON.

Pollock, K. (2006, April). *Teacher unions and the occasional/supply teacher workforce* [Paper presentation]. American Educational Research Association (AERA) Conference, San Francisco, CA.

Pollock, K. (2005, May). *Policy as regulations: Are inequities generated through Teacher Recruitment Agencies (TRAs) in England?* [Symposium paper]. 16th annual Canadian Society for the Study of Education (CSSE) Conference, London, ON.

Papers in Refereed Conferences Continued

Livingstone, D., & **Pollock, K.** (2005, May). *Underrepresentation and underemployment of highly qualified women and minorities in senior corporate positions: A call for change in corporate administrative policies and practices* [Paper presentation]. 16th Canadian Society of the Study of Education (CSSE) Conference, London, ON.

Broad, K., Edge, K., McCuaig Edge, H., Mylopoulos, M., **Pollock, K.**, & Tessaro, M-L. (2005, May). *Bridging the home-school divide: Lessons from the kindergarten welcome bag* [Paper presentation]. 16th annual Canadian Society for the Study of Education (CSSE) Conference, London, ON.

Pollock, K. (2005, April). *Reconstructing careers: The other stories* [Paper presentation]. Dean's Graduate Student Research Conference, OISE/UT, Toronto, ON.

Bascia, N., & **Pollock, K.** (2004, September). *Tenuous bonds* [Paper presentation]. Annual British Educational Research Association (BERA) Conference, Manchester, UK.

Bascia, N., & **Pollock, K.** (2004, May). *Narrowing horizons, self-fulfilling prophecies, and the reestablishment of the feminization of teaching* [Paper presentation]. 15th annual Canadian Society for the Study of Education (CSSE) Conference, Winnipeg, MB.

Pollock, K. (2004, May). *Four pillars of innovation: An elementary school perspective* [Paper presentation]. 15th annual Canadian Society for the Study of Education (CSSE) Conference, Winnipeg, MB.

Dibbon, D., & **Pollock, K.** (2004, April). *Change processes in five innovative schools* [Paper presentation]. American Educational Research Association (AERA) Conference, San Diego, CA.

Pollock, K., & Osmond, S. (2003, May). *Administrative preparation programmes and administrative practices* [Paper presentation]. 14th annual Canadian Society for the Study of Education (CSSE) Conference, Halifax, NS.

Pollock, K. (2003, March). *A social feminist critique of trends emerging from flexible employment practices by teacher recruitment agencies in England* [Paper presentation]. 3rd annual Student Research Conference, Diverse Perspectives in Education, OISE/UT, Toronto, ON.

Pollock, K. (2002, May). *A reflective analysis of the implementation of the national numeracy and national literacy strategies in England's schools* [Poster session]. 13th annual Canadian Society for the Study of Education (CSSE) Conference, Toronto, ON.

Papers in Refereed Conferences Continued

Mackinnon, D., & Pollock, K. (1996, November). *Towards a framework for an inclusive and sex-positive sexuality education curriculum* [Paper presentation]. 6th annual Conference of Atlantic Educators, Acadia University, Wolfville, NS.

Non-Refereed Contributions

Technical Reports (Total 23)

Ontario Principals' Council (with Tranter, D., Pollock, K., et al.). (2022). *Trauma-sensitive school leadership study report: Survey data analysis and recommendations*.
https://app.principals.ca/Files/Vault/Trauma_Sensitive_School_Leadership_Advocacy_Paper_Final_Report.pdf

Pollock, K., & Wang, F. (2020). *School principals' work and well-being in Ontario: What they say and why it matters*. SSHRC. <https://www.edu.uwo.ca/faculty-profiles/docs/other/pollock/July%202020%20ON%20Report%20-%20School%20Principals%20Work%20and%20Well-Being%20in%20Ontario.pdf>

Wang, F., & Pollock, K. (2020). *School principals' work and well-being in British Columbia: What they say and why it matters*. SSHRC.
<https://edst-educ.sites.olt.ubc.ca/files/2014/07/Understanding-School-Principals-Work-and-Well-Being-BC-Final-Report-August-6-2020.pdf>

Pollock, K. (2019). *Feedback report on "Improving Communications Between Parents and Schools: A Collaboration Between the Behavioural Insights Team, EasyPeasy, and Suffolk City Council."* Unpublished internal document.

Pollock, K., & Wang, F. (2019). *Le travail des directions d'école au sein des systems d'éducation de langue française en Ontario* [Principals' work in Ontario's French-language education systems]. Report prepared for the Association des directions et directions adjointes des écoles franco-ontariennes (ADFO). <https://www.edu.uwo.ca/faculty-profiles/docs/other/pollock/pollock-ADFO-Report-Revised-Final.pdf>

Campbell, C., Pollock, K., Bairos, K., Tooker, V., & Phuong, M. (2019). *KNAER Secretariat joint final report: A summary of key deliverables, activities and impact*. OISE/UT and Western University.

Pollock, K., et al. (2018). *Updates and revisions to the Ontario Leadership Framework*. (pp 277.). Unpublished. Toronto, ON: Ontario Ministry of Education.

Technical Reports Continued

Pollock, K., Faubert, B., ⁱHauseman, C., & Bakker, P. (2017). *Ontario suspension and expulsion program evaluation: Final report.* (128 pp.). Unpublished. Toronto, ON: Ontario Ministry of Education.

Pollock, K., Faubert, B., ⁱHauseman, C., & Bakker, P. (2017). *Ontario suspension and expulsion program evaluation: Interim report.* Unpublished. Toronto, ON: Ontario Ministry of Education.

Pollock, K., Wang, F., & ⁱHauseman, D. C. (2017, June). *The changing nature of vice-principals' work. Final report for the Ontario Principals' Council.* (54 pp.). Toronto, ON: Ontario Principals' Council.

Pollock, K., Campbell, C., ⁱCarr-Harris, S., & Bairos K. (2017, April). *KNAER Secretariat Joint Interim Report.* (32 pp.). Toronto, ON: Ontario Ministry of Education

Pollock, K., Campbell, C., ⁱCarr-Harris, S., & Bairos, K. (2016, April). *KNAER Secretariat Joint Interim Report.* (20 pp.). Toronto, ON: Ontario Ministry of Education.

Campbell, C., **Pollock, K.,** ⁱCarr-Harris, S., & Briscoe, P. (2014, October). *Knowledge Network for Applied Education Research: Final report.* (123 pp.). Toronto, ON: Ontario Ministry of Education.

Pollock, K. (with Wang, F., & ⁱHauseman, D. C.) (2014). *The changing nature of principals' work. Final report for the Ontario Principals' Council.* (41 pp.). Toronto, ON: Ontario Principals' Council.

Pollock, K., & ⁱHauseman, D. C. (2014, July). *Principals' work in contemporary times: Final report for the Ontario Ministry of Education—Leadership Development and School Board Governance Branch.* (76 pp. + 2 pp. instrument appendix). Toronto, ON: Ontario Ministry of Education.

Campbell, C., **Pollock, K.,** Bairos, K., & ⁱCarr-Harris, S. (2014). *Knowledge Network for Applied Education Research (KNAER): Interim report.* (52 pp.). OISE/UT and Western University.

Pollock, K., & ⁱHauseman, D. C. (2013, December). *Principals' work in contemporary times: Second interim report for the Ontario Ministry of Education—Leadership Development and School Board Governance Branch.* (40 pp. + 1 pp. instrument appendix). Toronto, ON: Ontario Ministry of Education.

Pollock, K., & ⁱHauseman, D. C. (2013, October). *Principals' work in contemporary times: Interim report for the Ontario Ministry of Education—Leadership Development and School Board Governance Branch.* (26 pp. + 1 pp. instrument appendix). Toronto, ON: Ontario Ministry of Education.

Technical Reports Continued

Pollock, K., & Bairos, K. (2011). *Occasional teachers' access to professional learning: Final report for the Durham Occasional Teacher Local* (74 pp. + 25 pp. instrument appendix). Oshawa, ON: Durham Occasional Teacher Local.

Pollock, K., & Bairos, K. (2011). *Occasional teachers' access to professional learning: Final report for the Peel Elementary Occasional Teacher Local* (67 pp. + 25 pp. instrument appendix). Mississauga, ON: Peel Elementary Occasional Teacher Local.

Pollock, K. (2010). *Occasional teachers' access to professional learning: Final report for the Elementary Teachers' Federation of Ontario, Provincial Office*. (121 pp. + 2 pp. & 25 pp. instrument appendix). Ontario: Elementary Teachers' Federation of Ontario.

Brown, J., & **Pollock, K.** (2002). *The MIRROR Report: An Evaluation*. STEM~net, Memorial University, St. John's, NL.

Brown, J., & **Pollock, K.** (2002). Co-writers for unpublished report submitted as part of the OPEN project. <http://130.63.123.35/indexnew.cfm>

Book Reviews (Total 1)

Pollock, K. (2011). [Review of the book *Leading for equity: The investing in diversity approach*, by J. P. Portelli & R. Campbell-Stephens]. *Leadership & Policy in Schools*, 10(2), 243–245. doi: 10.1080/15700763.2010.502611

Professional Journals (Total 16)

Tranter, D., **Pollock, K.**, & Trépanier-Bisson, N. (2023). Trauma-sensitive approaches to schooling. *Principal Connections*, 26(3), 24–25.

Tranter, D., **Pollock, K.**, & Trépanier-Bisson, N. (2023). Trauma-sensitive school leadership. *OPC Register*, 25(3), 20–27.

Pollock, K. (2022). Leadership trends in Canadian public education. *Principals Connections*, 25(3), 6–7.

Pollock, K., & ^Dwyer, K. (2021). Research and practice to help guide school leaders during Covid-19. *CAP Journal*. <https://cdnprincipals.com/research-and-practice-to-help-guide-school-leaders-during-covid-19/>

Wang, F., & **Pollock, K.** (2020, September 29). L'intensification du travail: Des défis propres aux direction d'écoles francophones. *Le Réseau de EdCan*. <https://www.edcan.ca/articles/lintensificationdu-travail/?lang=fr>

Professional Journals Continued

Pollock, K., & Wang, F. (2020). Principal well-being: Strategies and coping mechanisms in times of uncertainty. *OPC Register*, 22(3) 22–27.

Osmond-Johnson, P., Campbell, C., & **Pollock, K.** (2020, May 6). Moving forward in the COVID-19 era: Reflections for Canadian education. *EdCan Network*.
<https://www.edcan.ca/articles/moving-forward-in-the-covid-19-era/>

Wang, F., & **Pollock, K.** (2019, November 8). Francophone principals: What unique challenges do they face? *EdCan Network*. <https://www.edcan.ca/articles/des-directions-decoles-francophones/?lang=fr>

Lim, L., & **Pollock, K.** (2018, October). Secondary principals' perspectives: How work intensification impacts their vice-principals. *OPC Register*, 20(3), 22–26.

Pollock, K., & *Edge, K. (2018, February). School leader associations: Supporting the well-being and work–life balance of school leaders. *OPC Register*, 20(1), 22–26.
https://issuu.com/ontarioprincipalscouncil/docs/opc_winter18-web

Pollock, K. (2018). The new Ontario Leadership Framework? *Principal Connections*, 22(1), 36–37.

Pollock, K., Wang, F., & Hauseman, C. (2017, October). Vice-principals' work: More than being an instructional leader. *OPC Register*, 19(3), 20–24.

Pollock, K. (2017, September). Healthy principals, healthy schools: Supporting principals' well-being. *EdCan Magazine*. <https://www.edcan.ca/articles/healthy-principals-healthy-schools/>

*Briscoe, P., & **Pollock, K.** (2017, Spring). Principals' perceptions of difference and diversity in their student bodies. *CAP Journal*, 10–14.

Pollock, K. (with Hauseman, C., & Wang, F.) (2014, October). Efforts to be an instructional leader: The changing nature of principals' work. *OPC Register*, 16(3).

Ryan, J., & **Pollock, K.** (2006). Understanding exclusion in schools. *CAP Journal*, 14(1), 28–30.

Papers in Non-Refereed Conferences (Total 6)

Pollock, K. (2011, June). *Case study of high poverty school in Canada*. Panel presentation at the Working Conference for the International Successful School Principal Project (ISSPP), Boston, MA.

Papers in Non-Refereed Conferences Continued

Pollock, K. (2011, June). *Notions of successful leadership in faith-based schools*. Panel presentation at the Working Conference for the International Successful School Principal Project (ISSPP), Boston, MA.

Pollock, K. (2008, June). *Substitute teachers in Ontario: Who are they?* Paper presented at the Tenth SubSolutions conference, Jackson Hole, WY.

Pollock, K. (2006, June). *Access to the teaching profession: Internationally educated teachers (IETs) experiences*. Paper presented at the annual conference of the Research Network on Work and Lifelong Learning (WALL). Toronto, ON, Canada.

Pollock, K. (2005, January). *Embracing diversity through the context of multicultural, multiethnic, and multilingual school environments*. Paper presented at the 19th annual International Congress for School Effectiveness and Improvement, Fort Lauderdale, FL.

Livingstone, D., & **Pollock, K.** (2004, September). *No room at the top: Underrepresentation and underemployment of highly qualified women and minorities*. Paper presented at the conference on “Maximizing Existing Talent,” Task Force on The Hidden Brain Drain: Women and Minorities as Unrealized Assets, Center for Work-Life Policy, New York, NY.

Published Database (Total 1)

Livingstone, D., *Raykov, M., **Pollock, K.**, & Antonelli, F. (2007). *Work and lifelong learning resource base (WLLDB)*. <http://www.wallnetwork.ca/index.html>

Program Reviews (Total 4)

Pollock, K. (2021). *External review of EDEL 6173: Administrators as Leaders*. Yorkville University.

Pollock, K. (2016). *Review of Cooperative Education Curriculum Guidelines According to the Equity and Inclusive Education Checklist*. Ontario Ministry of Education.

Pollock, K. (2012, January). *Review of the Managing Information for Student Achievement (MISA) initiative*. Ontario Ministry of Education.

Pollock, K. (2008, May). Participation in government forum: *Open Space Technology—Principal’s Qualification Program Review (OST-PQP)*. Ontario College of Teachers.

Knowledge Mobilization/Transfer/Translation (32)

Webinars (6)

Invited Speaker. (2022, January 5). *BCPVPA: How school principals use their time* [Webinar]. BCPVPA.

Invited Speaker. (2020, December 2). *Building resiliency* [Webinar]. Co-presented by Dr. Andrew Miki. Ontario Principals' Council.

Invited Speaker. (2020, October 26). *Principal well-being* [Webinar]. Co-speaker: Dr. Amanda Hefferman. Growth Coaching International. Australia.
<https://www.growthcoaching.com.au/webinars/principal-wellbeing?country=au>

Invited Panelist. (2020, June 11). *Moving forward in the COVID-19 era: Reflections for Canadian education* [Webinar panel discussion]. Co-panelists: Dr. Pamela Osmond-Johnson and Dr. Carol Campbell. EdCan Network. <https://www.edcan.ca/articles/webinar-moving-forward-in-the-covid-19-era-reflections-for-canadian-education/>

Invited Instructor. (2020, June 9). *Work intensification: How the role of Canadian principals and vice-principals is changing* [Webinar]. Co-taught by Dr. Fei Wang. EdCan Network. <https://www.edcan.ca/articles/webinar-work-intensification/>

Pollock, K., Wang, F., & Hauseman, C. (2017, June). *The changing nature of vice principals' work*. Research webinar at the Provincial Council Meeting by Ontario Principals' Council, Toronto, ON., Canada.

Blog Posts (4)

Pollock, K. (2021, March 1). Professional capital and systems approaches. *LinkedIn*. <https://www.linkedin.com/pulse/professional-capital-systems-approaches-katina-pollock/>

Pollock, K. (2020, November 4). Principal well-being and the pandemic. *LinkedIn*. <https://www.linkedin.com/pulse/principal-well-being-pandemic-katina-pollock/?trackingId=GN7DUPu6SXuPKaaIAO1ZEw%3D%3D>

Pollock, K., Campbell, C., Bairos, K., & Carr-Harris, S. (2016). Have we practiced what we've preached? KNAER-RECRAE. <https://knaer-recrae.ca/index.php/knowledge-hub/kmb-blog/9-tips-from-the-experts/187-knaer-have-we-practiced-what-we-ve-preached>

Ryan, J., **Pollock, K.**, & Antonelli, F. (2010). Teacher diversity in Canada: Leaky pipelines, bottlenecks and glass ceilings. (Version of Ryan et al., 2009) Knowledge Mobilization Snapshots. *Canadian Journal of Education*. <http://www.csse.ca/CJE/KMS.htm>.

Knowledge Mobilization/Transfer/Translation Continued

Infographics¹ (16)

Pollock, K., & Wang, F. (2020). *Principals' work and well-being in Ontario: Booklet 1—Work intensification of principals* [Infographic]. <https://www.edu.uwo.ca/faculty-profiles/docs/other/pollock/UWO-Principals-Work-Infographic-Booklet-1---Work-Intensification-MAY19.pdf>

Pollock, K., & Wang, F. (2020). *Principals' work and well-being in Ontario: Booklet 2—Well-being of school principals* [Infographic]. <https://www.edu.uwo.ca/faculty-profiles/docs/other/pollock/UWO-Principals-Work-Infographic-Booklet-2---Well-being-MAY19.pdf>

Pollock, K., & Wang, F. (2020). *Principals' work and well-being in Ontario: Booklet 3—Principals' health and safety* [Infographic]. <https://www.edu.uwo.ca/faculty-profiles/docs/other/pollock/UWO-Principals-Work-Infographic-Booklet-3---Health-and-Safety-MAY-19.pdf>

Pollock, K., & Wang, F. (2020). *Principals' work and well-being in Ontario: Booklet 4—Coping strategies* [Infographic]. <https://www.edu.uwo.ca/faculty-profiles/docs/other/pollock/UWO-Principals-Work-Infographic-Booklet-4---Coping-Strategies-MAY19.pdf>

Wang, F., & Pollock, K. (2020). *Principals' work and well-being in British Columbia: Booklet 1—Work intensification of principals* [Infographic]. <https://www.edu.uwo.ca/faculty-profiles/docs/other/pollock/UBC-Principals-Work-Infographic-Booklet-1---Work-Intensification-MAY19.pdf>

Wang, F., & Pollock, K. (2020). *Principals' work and well-being in British Columbia: Booklet 2—Well-being of school principals* [Infographic]. <https://www.edu.uwo.ca/faculty-profiles/docs/other/pollock/UBC-Principals-Work-Infographic-Booklet-2---Well-being-MAY19.pdf>

Wang, F., & Pollock, K. (2020). *Principals' work and well-being in British Columbia: Booklet 3—Principals' health and safety* [Infographic]. <https://www.edu.uwo.ca/faculty-profiles/docs/other/pollock/UBC-Principals-Work-Infographic-Booklet-2---Well-being-MAY19.pdf>

Wang, F., & Pollock, K. (2020). *Principals' work and well-being in British Columbia: Booklet 4—Coping strategies* [Infographic]. <https://www.edu.uwo.ca/faculty-profiles/docs/other/pollock/UBC-Principals-Work-Infographic-Booklet-4---Coping-Strategies-MAY19.pdf>

¹ An infographic is a brief, accessible graphic depicting research data.

Knowledge Mobilization/Transfer/Translation Continued

Pollock, K., & Wang, F. (2019, November 8). *Quels sont les défis particuliers des directions d'écoles francophones hors Québec (DÉFHQ)?* [Infographic].
<https://www.edcan.ca/articles/des-directions-decoles-francophones/?lang=fr>

Pollock, K., Hauseman, C., & Wang, F. (2019, November 7). *How can education systems support principals' and vice-principals' well-being?* [Infographic].
<https://www.edcan.ca/articles/support-principals-well-being/>

Pollock, K., Hauseman, C., & Wang, F. (2019, November 7). *Comment les systèmes d'éducation peuvent-ils favoriser le bien-être des directions d'école?* [Infographic].
<https://www.edcan.ca/articles/le-bien-etre-des-directions-decole/?lang=fr>

Pollock, K., & Wang, F. (2019, November 7). *Francophone principals: What unique challenges do they face?* [Infographic]. <https://www.edcan.ca/articles/francophone-principals/>

Pollock, K., Hauseman, C., & Wang, F. (2019, November 7). *Work intensification: How the work of school leaders is changing* [Infographic].
<https://www.edcan.ca/articles/workintensification/>

Pollock, K., Hauseman, C., & Wang, F. (2019, November 7). *Intensification du travail: l'évolution du rôle des directions d'école* [Infographic].
<https://www.edcan.ca/articles/intensification-du-travail/?lang=fr>

EdCan Network, & **Pollock, K.** (2019, September 24). [5 ways to support principals' well-being] [Infographic]. <https://www.edcan.ca/articles/ways-to-support-principals-well-being/>

EdCan Network, & **Pollock, K.** (2019, September 24). [5 moyens de contribuer au bien-être des directeurs d'école] [Infographic]. <https://www.edcan.ca/articles/moyens-de-contribuer-au-bien-etre-des-directeurs-decole/?lang=fr>

Audiovisual Materials (4)

EdCan Network Le Réseau ÉdCan, & **Pollock, K.** (Speaker). (2019, October 7). What is a “systems approach” to staff well-being in K-12 education? [Video file].
https://www.youtube.com/watch?v=OJZbkJ__9rE&feature=youtu.be

EdCan Network Le Réseau ÉdCan, & **Pollock, K.** (Speaker). (2019, October 7). Work intensification: How the role of school leaders is changing [Video file].
<https://www.youtube.com/watch?v=V1VIO4GiImU&feature=youtu.be>

Knowledge Mobilization/Transfer/Translation Continued

EdCan Network Le Réseau ÉdCan, & **Pollock, K.** (Speaker). (2019, September 24). *Do teachers have it easy? A roundtable discussion with educators: Well at work awareness video #5* [Video file].

https://www.youtube.com/watch?v=DXQDBp25eYA&feature=youtu.be&utm_source=hootsuite&utm_medium=&utm_term=&utm_content=&utm_campaign=

Ontario Teachers Federation (Producer). (2007). *No two alike: PD that works* [Professional development video].

Podcasts (1)

Pollock, K. (Speaker). (2019). Downtime for principals? [Audio podcast].

<https://www.edcan.ca/articles/podcast-downtime-for-principals/>

Twitter Chats (2)

Katina Pollock [@DrKatinaPollock]. (2021, November 18). *Q&A for new book, How school principals use their time.* [Twitter Q&A Moderator].

Katina Pollock [@DrKatinaPollock]. (2019, December 12). *Supporting students, staff & self-wellness & mindfulness.* [Guest Speaker Twitter Chat].

Katina Pollock [@DrKatinaPollock]. (2014, September 29). *#KMbchat.* [Twitter chat].

Presentations at Professional Meetings/Workshops (Total 37)

Pollock, K., & Nielsen, R. (2023, March). Co-facilitated the training the training of moderators at the Robert McMillan Symposium in Education. London, ON (Hybrid).

Rezai-Rashti, G., Klein, P., & **Pollock, K.** (2018, September). Writing a successful SSHRC insight grant. UWO, London, ON (live streamed).

Pollock, K., Campbell, C., & Bairos, K. (2018, June). Meeting with OCT about connecting with KNAER. Toronto, ON.

Pollock, K., Campbell, C., & Bairos, K. (2018, January). Meeting with members from Evidence for Learning Organization. ICSEI Conference, Singapore.

Pollock, K., Campbell, C., & Bairos, K. (2018, August). *RSEKN Knowledge mobilization workshop.* Workshop held at OISE/University of Toronto, Toronto, ON.

Pollock, K. (2018, May). *CCGSE pre-conference graduate student workshop.* Workshop held at the University of Regina, Regina, SK.

Presentations at Professional Meetings/Workshops Continued

- Pollock, K.** (2018, April). *Practical strategies for sharing research beyond academia*. Presentation at the 18th Annual OISE Graduate Student Research Conference, Toronto, ON.
- Pollock, K., & Bairos, K.** (2018, March). *Developing a KMB tool for social sciences and humanities faculties*. Meeting with Research Western, London, ON.
- Pollock, K., Campbell, C., & Bairos, K.** (2018, October). *Developing a knowledge mobilization strategy for Nova Scotia*. Presentation to Sarah Curry, Director for Educational Research & Partnerships in the Nova Scotia Department of Education and Early Childhood Development.
- Pollock, K., Campbell, C., & Bairos, K.** (2018, February). *KNAER OERS pre-conference event*. Co-facilitated at OERS Conference, Toronto, ON.
- Pollock, K., Campbell, C., & Bairos, K.** (2017, November). *KNAER cross-networking meeting*. Co-facilitated the Cross-Networking Meeting at the Fields Institute, University of Toronto.
- Pollock, K.** (2017, November). *Global perspectives on school principals' and vice-principals' work-life balance*. Research presented at the Prince Edward Island Association of School Administrators annual meeting.
- Pollock, K., & Bairos, K.** (2017, October). *Mobilizing knowledge: Finding and sharing research beyond academia*. Knowledge mobilization strategies shared with researchers, graduate students and practitioners at Western's Faculty of Education Research Day. London, ON, Canada.
- Jain, V., **Pollock, K., & Short, K.** (2017, September). *Embedding well-being as a core role for K-12 education*. Panel discussion at the Canadian Education Association Conference, Toronto ON.
- Pollock, K., Campbell, C., & Van Roosmalen, E.** (2017, May). *The Association of Ontario Dean of Education (AODE)*. Presented at annual AODE meeting about Phase 2 of the Knowledge Network for Applied Educational Research and how Ontario faculties of education can be involved.
- Bairos, K., Carr-Harris, C., **Pollock, K., Campbell, C., van Roosmalen, E., & Malik, S.,** (2017, May). *The Knowledge Network for Applied Education Research: Leading and implementing a systems approach to knowledge mobilization in Ontario*. Workshop held at the Canadian Knowledge Mobilization Forum 20217: Connections and Partnerships: Collaboration as a Key to Knowledge Mobilization, Ottawa, ON, Canada.
- Pollock, K., Campbell, C., & Bairos, K.** (2017, February). *Evidence for Learning in Australia*. Mr. John Bush, Associate Director of the Learning Impact Fund met with KNAER to learn more about the KNAER model.

Presentations at Professional Meetings/Workshops Continued

Campbell, C., **Pollock, K.**, Carr-Harris, S., & Bairos, K. (2016, November 21–23). *Building knowledge networks in education: Lessons learned from Ontario's Knowledge Network for Applied Education Research (KNAER)*. Workshop held at the annual Quest conference. Toronto, ON, Canada.

Pollock, K., & Briscoe, P. (2016, June). Knowledge mobilization workshop delivered as part of the Ministry of Education, Republic of Trinidad and Tobago, five-year Education Strategic Plan and Strategic Research Agenda.

Campbell, C., **Pollock, K.**, Carr-Harris, S. & Tuters, S. (2015). *Knowledge network for applied education research*. KTECOP, Toronto, Ontario.

Pollock, K. (2014, November). *Connecting local and international research to practice!* Workshop at the University Council of Educational Administration (UCEA) Conference.

Pollock, K., & Wang, F. (2014, May). *Additional findings: The changing nature of school principals' work*. Presented at the Ontario Principals' Council Executive Council Meeting.

Pollock, K., & Wang, F. (2014, February). *The changing nature of school principals' work: Presentation of findings*. Presented at the Ontario Principals' Council Executive Council Meeting.

Pollock, K., Wang, F., & Hauseman, D. C. (2013, October). *The changing nature of school principals' work*. Presented at Ontario Principals' Council Provincial Council Meeting.

Pollock, K. (2013, May). *Research matters*. Workshop that explored the meaning and measure of the impact of research and began developing faculty impact framework. University of Western Ontario, Faculty of Education, London, Ontario, Canada.

Pollock, K. (2013, February). Organized provincial half-day meeting for all 44 KNAER Projects. Toronto, ON.

Pollock, K., Winton, S., & Murakami, E. (2013, February). *Supporting the contemporary work of principals*. Public panel discussion. University of Western Ontario, Faculty of Education, London, ON, Canada.

Pollock, K., Wang, F., & Hauseman, C. (2013). *The changing nature of principals' work*. Research presentation at the Provincial Council Meeting by Ontario Principals' Council, Toronto, ON, Canada.

Presentations at Professional Meetings/Workshops Continued

Pollock, K. (2012, September). *Knowledge mobilization workshop*. Designed and delivered this workshop with three graduate students to show faculty and graduate students across university faculties how to design knowledge mobilization plans in relation to their research work. University of Western Ontario, Faculty of Education, London, ON, Canada.

Pollock, K. (2012, June). *Ontario education research panel*. Panel participant. Explored ways that the panel can work with the KNAER to promote research collaboration, knowledge mobilization, and capacity-building. Toronto, ON, Canada.

Pollock, K., & Levin, B. (2012). *Ontario education research symposium: Research impact*. Presentation for The Knowledge Network for Applied Education Research (KNAER). Toronto, ON, Canada.

Pollock, K. (2010, May). Workshop facilitator: National Substitute Teachers Association (NSTA). Facilitated two professional workshops focusing on the various work strategies identified in preliminary research that substitute teachers can use in their daily practice. Las Vegas, NV.

Pollock, K. (2010, March). *Faculty seminar series: Faculty of Education, UWO*. Presented findings from *Contingent Work in Education: The Practice of Occasional Teaching*— research on occasional teachers' pedagogical practices, funded by the Faculty of Education Internal Research Grant. Waterloo, ON.

Pollock, K. (2010, January). *Networking*. PhD Study Group Series: Faculty of Education, UWO. Presented on networking. Waterloo, ON.

Pollock, K. (2009, April). *Jobs outside of academics*. PhD Study Group Series: Faculty of Education, UWO. Presented on working outside of academic settings such as private consulting, NGOs, and the government. Waterloo, ON.

Pollock, K. (2009, January). *Faculty seminar series: Faculty of Education, UWO*. Presented findings of my study of *Internationally Educated Teachers (IETs) as Occasional Teachers*, specifically their work engagement as occasional teachers. Waterloo, ON.

Pollock, K. (2007, April). Presentation at Ontario Institute for Studies in Education of the University of Toronto. Presented findings of my analysis of occasional teachers' work engagement and its influence on teacher professional identity at the Centre for Leadership and Diversity. Toronto, ON.

Gaskell, J., Lawson, J., Levin, B., & **Pollock, K.** (2007). *A dialogue about urban poverty and urban education*. Presentation at the Canadian Council for Inner City Education National Inner City Conference. Toronto, ON.

Invited Speaker (Total 39)

Invited Panelist. (2023, May 31). Invited panelist on CCEAM Review of Leadership Frameworks from the Commonwealth and Canada at CASEA Conference. Toronto, ON.

Invited Panelist. (2023, May 5). Invited panelist on Senior Women Leaders' Work–Life Integration at Huron University, London, ON.

Invited Speaker. (2022, September 29). Invited speaker at the Leading Educators Around the Planet (LEAP) Ottawa Study Tour. Ottawa, ON.

Invited Speaker. (2020, February). Invited to deliver keynote presentation to the Association of Nova Scotia Educational Administrators members at their annual conference. Supporting School Leader Wellness. Halifax, NS.

Invited Participant. (2019, December 2–3). Invited to ETFO professional symposium on workplace violence: *ETFO Workplace Violence Symposium*. Toronto, ON.

Invited Speaker. (2019, April 10). Invited to participate in a networking session between Canadian and Chilean researchers. *Chile day: Making research connections across boundaries and institutions*. OISE/UT, Toronto, ON.

Invited Panelist. (2019, April 5–9). AERA Presidential Session, *Leveraging research-policy-practice networks for knowledge co-construction, mobilization and adaptation in a post-truth era*. The American Education Research Association (AERA) Annual Meeting, Toronto, ON.

Invited Speaker. (2018, September). Talk titled, *Principals' wellbeing*, given to New South Wales Principals' Study Group at the OPC in Toronto, ON.

Invited Participant. (2017, November 16–17). Invited professional meeting at the National Summit on Teacher and School Staff Well-being: *How can we make meaningful, long-term improvements to the well-being of teachers and school staff in Canada?* Montreal, McGill University, QC.

Invited Speaker. (2017, October 30). Invited to speak about knowledge mobilization at an online EdD Brown Bag Session: *Practical strategies for sharing beyond academia*. Virtual session that 20 people attended and has been viewed 65 times on Western Ed YouTube: <https://youtu.be/EIHoi2Puh18>

Invited Speaker. (2017, October 22) Invited to speak to a group of 15 US state legislators visiting Toronto to learn about the leadership development strategy in the province. The legislators were all education chairs of their state legislatures. The trip was organized by the National Conference of State Legislatures (NCSL) and the National Center on Education and the Economy (NCEE).

Invited Speaker Continued

Invited Panelist. (2017, October 6). Invited to speak on a panel with Dr. Kathy Short (Mental Health ASSIST), Vani Jain (McConnell Foundation), and Dr. Jean Clinton (McMaster University) to speak about systems change for wellbeing in schools at the *EdCan Conference: Wellbeing – A Key to Student Success*. Toronto, ON, Canada.

Invited Speaker. (2017, October 4). *Global perspectives on principal's and vice-principals' work*. Guest speaker for the Farewell Dinner for this closing year of LEAP New South Wales visitors. Toronto, ON, Canada.

Invited Speaker. (2017, May 10–12). *School Administrator's Conference 2017, Leadership takes flight*. Invited to deliver one keynote presentation and two workshops over three days that included reporting on global trends for the school leadership role, principals' wellbeing and Strategies for living well. Gander, NL, Canada.

Invited Speaker. (2017, March 6). *Developing a knowledge mobilization network across a public education system: Lessons learned & future approaches from Ontario's KNAER initiative*. Keynote talk with Dr. Carol Campbell, Kelly Bairos, and Shasta Carr-Harris to 20 people taking the Knowledge Translation Professional Certificate through the Sick Kids Hospital.

Invited Speaker. (2016, November 2–4) *Ontario Principals' Council International Symposium on the Role of Professional Associations for School Leaders*. Presented the keynote and facilitated the three-day event with Dr. Karen Edge to 32 school leader associations from across the globe about research on work intensification, generational theory and its influence on principal work and aspirations, and work-life balance and well-being.

Invited Speaker. (2016, November 26). Launch of the Math Knowledge Network at the Fields Institute at the University of Toronto. Presented to over 60 people with Kelly Bairos, Project Manager, KNAER secretariat, about the evolution of KNAER and the role of the KNAER secretariat in supporting the new Math Knowledge Network.

Invited Speaker. (2016, November 25). *The Association of Educational Researchers of Ontario*. Presented findings on a review of the Knowledge Networks for applied Education Research with approximately 60 district school board research officers at their annual fall conference. Toronto, ON, Canada.

Invited Speaker. (2016, August 3). *Cross-National Exploration of Principals' Time Use: Patterns, Causes, and Effects*: American Educational Research Association (AERA) Funded Research Conference. Invited to present findings on current research about principals' time use study to approximately 120 participants.

Invited Speaker. (2016, May). *Principals' Work: Intensification and Coping Strategies*. Presentation on SSHRC IDG research at the Centre for Leadership and Diversity OISE/UT.

Invited Speaker Continued

Invited Speaker. (2016, March). *Principals' work in changing times*. Invited public talk as a visiting scholar. Memorial University.

Invited Speaker. (2016, January). *Building research-to-practice networks: A system-wide approach*. Talk given at University College London as part of the visiting scholar program.

Invited Speaker. (2014, May). *Additional findings: The changing nature of school principals' work*. Co-presentation with Dr. Fei Wang. Presented additional and in-depth findings from *The Changing Nature of School Principals' Work* online survey for members of the Ontario Principals' Council Executive Committee.

Invited Speaker. (2014, February). *The Changing Nature of School Principals' Work: Presentation of Findings*. Co-presentation with Dr. Fei Wang. Presented initial findings from *The Changing Nature of School Principals' Work* online survey for members of the Ontario Principals' Council Executive Committee.

Invited Speaker. (2013, December 4). *MISA and KNAER Reception and Networking Information Exchange*. Invited to open the networking and information exchange session with Dr. Carol Campbell, Doris McWhorter (Director Education Research & Evaluation Strategy

Branch at Ontario Ministry of Education), and Janine Griffore, (Assistant Deputy Minister, French Language, Aboriginal Learning and Research Division). Toronto, ON, Canada.

Invited Speaker. (2013, October). *The Changing Nature of School Principals' Work*. Co-presentation with Dr. Fei Wang and Cameron Hauseman. Discussed the purpose, methodology and research foundations of *The Changing Nature of School Principals' Work* research project, which involved a survey of all principals with OPC membership. Ontario Principals' Council Provincial Council Meeting

Invited Speaker. (2013, October). *Ontario Principals' Council, Provincial Council meeting*. This invitation was part of the launch of the online survey about principals' work. I spoke with and fielded questions from approximately 95 OPC members. Toronto, ON, Canada.

Invited Speaker. (2013, October). *Ontario Educational Research Panel (OERP)*. Presented, with Dr. Carol Campbell, to OERP about how to use KNAER networks and connections for capacity-building. Toronto, ON, Canada.

Invited Speaker. (2013, February). *Supporting the Contemporary Work of Principals*. Public panel discussion. Presented with Drs. Sue Winton (York University) and Elizabeth Murakami (UTSA). London, ON, Canada.

Invited Speaker. (2013, January). *Emerging trends in the work of school leaders: Canada and the US*. Comparative and International Education Speakers Series. Presented with Dr. Elizabeth Murakami, Visiting Scholar, UTSA.

Invited Speaker Continued

Invited Speaker. (2013). PhD Seminar, Course: 9715. Spoke to PhD students about knowledge mobilization: what it means, why there is an emphasis on knowledge mobilization at the moment, how this might influence them, and how they might think about engaging in knowledge mobilization as they move forward with their own research agendas.

Invited Speaker. (2012). *Diverse traditions: Approaches to educational research.* (Course: 9678) Presented my study on occasional teachers' access to professional development, focusing on the epistemological underpinnings of the study and the methodological approach.

Invited Presenter. (2012, April). The inaugural *Research on Teaching Symposium*. Presented research on hybrid course design as an innovative way to teach in higher education.

Invited Speaker. (2011). *Diverse traditions: Approaches to educational research.* (Course: 9678) Presented my study on occasional teachers' access to professional development, focusing on the epistemological underpinnings of the study and the methodological approach.

Guest Speaker. (2011, March). Research Western: Transborder Research University Network (TRUN). Reported on how the TRUN funding was used and presented research on the cross-border hybrid policy course.

Invited Speaker. (2011). Transborder Research University Network (TRUN). Invited by Dr. Ted Hewitt to talk to the TRUN group about the cross-border hybrid policy course.

Invited Speaker. (2010). *Diverse traditions: Approaches to educational research.* (Course: 9678) Presented my study on occasional teachers' access to professional development, focusing on the epistemological underpinnings of the study and the methodological approach.

Guest Speaker. (2010, June). ETFO Niagara Occasional Teachers' Local. Presented preliminary findings from an online survey about occasional teachers' access to professional learning. St. Catharines, ON.

Keynote Speaker. (2010, May). National Substitute Teachers Association (NSTA). Addressed conference attendees about the notion of teacher professionalism for substitute teachers. Las Vegas, NV.

Theses (2)

Pollock, K. E. (2009). *Occasional teachers' work engagement: Professional identity, work related learning, and access to the profession and to daily work* [Unpublished doctoral dissertation]. UT/OISE.

Pollock, K. E. (2001). *A reflective analysis of the implementation of the National Literacy (i.e., Literacy) and Numeracy Strategies in England's schools* [Unpublished master's thesis]. Memorial University of Newfoundland and Labrador.