

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
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

PROFESSIONAL LEARNING AND CERTIFICATES CONTINUED

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
InClass AODA	Western University	2010

SCHOLARLY AND PROFESSIONAL ACTIVITIES

Position	Publication/Organization	Date
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

SCHOLARLY AND PROFESSIONAL ACTIVITIES CONTINUED

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</i> (EAEA) <i>Asia Pacific Journal of Education</i> <i>Leadership and Policy in Schools</i> (LPS) <i>Critical Studies in Education</i> (CSE) <i>Journal of Educational Administration and Foundations</i> (JEAF) <i>Comparative and International Education</i> (CIE) <i>Canadian Journal of Education</i> (CJE) <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
Conference Peer Reviewer	Canadian Association for the Studies of Educational Administration Canadian Association for Teacher Education (CATE) University Council for Education Administration (UCEA) American Educational Research Association (AERA), Teachers' Work/Teachers' Unions SIG and Career Development SIG Comparative International Education Society (CIES)	2002–Present 2002–2016 2002–2016 2003–2016 2011–Present

UNIVERSITY ADMINISTRATIVE DUTIES AND SERVICE ROLES

Committees	Year
Member , University Research Board Committee of Senate	2022–2024

UNIVERSITY ADMINISTRATIVE DUTIES AND SERVICE ROLES CON'T

Academic Coordinator , Doctor of Education (EdD), Educational Leadership	2022–2023
Member , Senior Women Academic Administrators of Canada	2021– present
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
Co-Director , Knowledge Network for Applied Education Research (KNAER) Secretariat; Member , Critical Policy, Equity, and Leadership Studies (CPELS); Member , Ontario Principals’ Council, Additional Qualification Advisory Committee; Director , Western Centre for Excellence in Educational Leadership (WCEEL); 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	2018–2019
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	2017–2018
* Co-Director , Knowledge Network for Applied Education Research (KNAER) Secretariat; Member , Ontario Principals’ Council, Additional Qualification Advisory Committee * on functional accommodation from employer for 2016–2017	2016–2017
Sabbatical	2015–2016

<p>Co-Director, Knowledge Network for Applied Education Research (KNAER) Secretariat; Member, Ontario Principals' Council, Additional Qualification Advisory Committee</p>	
UNIVERSITY ADMINISTRATIVE DUTIES AND SERVICE ROLES CON'T	
<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
<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>	2012–2013
<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;</p>	2011–2012

Facilitator , Professional Development Sunrise Sessions, Thames Valley District School Board (TVDSB)	
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UNIVERSITY ADMINISTRATIVE DUTIES AND SERVICE ROLES CON'T

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	2010–2011
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	2009–2010
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

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
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
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	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

<p>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.</p> <p>Thoughtful use of pedagogy to initiate students to their first course in the doctoral program. Helpful and kind.</p> <p>Absolutely amazing experience. Tons of learning happening. Appreciate her openness and willingness to engage in our learning and questions.</p> <p>Dr. Pollock is a compassionate scholar and leader.</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>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>You could tell that there was an increased understanding of learning online</p>

<p>throughout the course as she implemented different activity – great job.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</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>
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9715

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.

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.

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.

Thank you, Dr. Pollock. You are knowledgeable, engaging, but most importantly, 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.

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.

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.

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>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> <p>Dr. Katina is a wonderful professor, she facilitates the class lectures with appropriate materials.</p>
<p>9200</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</p>

	<p>the professor was very committed and did an excellent job. It is really helping in my understanding and movement toward educational leadership practice.</p>
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 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	Consideration will be given to current theoretical approaches to the nature, development, implementation, and analysis of educational policy

		Global Context	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.
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	4	8	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
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	75	10	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. (In progress). <i>Ontario principals' support for Syrian refugee students: Cultivating compassionate schools.</i></p> <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> <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	McCarthy, T. (2016). <i>The role of the secondary vice-principal and its relationship with the Ontario Leadership Framework</i> . (UWO)

(Total 2)	Hohner, J. (2016). <i>Exploring the transition from classroom teacher to vice-principal in rural schools: A case study</i> . (UWO).
Master's Advisory Committees (Total 5)	<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>
PhD Thesis Examiner (Total 6)	<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>
EdD Thesis Examiner (Total 7)	Yearwood, C. (2020). <i>A critical examination of the hiring of secondary long-term occasional teachers in Ontario</i> . OISE/UT.

	<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? (CPELS)</i>. UWO.</p> <p>McKechnie, S. (2018). <i>Skills and student affairs: A discourse analysis (CPELS ARC)</i>. UWO.</p> <p>Waleksa, V. (2013). <i>Factors responsible for work–life conflict: A study comparing the teaching and legal professions. (Counselling Psychology)</i>. UWO.</p> <p>Ballantyne, D. (2013). <i>The Ontario Leadership Framework and leadership intersections in a sustained working group in Ontario education. (Education Policy Studies)</i>. UWO.</p>

	<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>
<p>PhD Thesis Proposal Examiner (Total 1)</p>	<p>Newton-Thompson, C. (2016). <i>Mentoring relationships of black female secondary school principals</i>. OISE/UT.</p>
<p>Directed MA Research Projects (Total 1)</p>	<p>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.</p>
<p>Directed MEd Research Projects (Total 2)</p>	<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>
<p>Directed MEd Research Projects (Examiner) (Total 8)</p>	<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>

	<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>Nywening, 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>2022–2023</p> <p>2021–2022</p>

	Raghad Ebied, Khalid Mahamad, Ruth Nielsen, Shankar Singh	2020–2021
	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 Admed, Patricia Briscoe, Julia Lowe, Michael Mindzak	2014–2015
	Asma Admed, 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
Student Awards (Total 12)	Swapp, D. *Winner, CASEA Thomas B. Greenfield Dissertation Award	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 Couslon 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 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 Leadership Framework (2013)	\$293,450.00	2017	2018
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
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 & American Perspectives	\$4,365.00 (USD)	2010	2013
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:	\$1,219.00	2010	2010

			A Transborder Comparison			
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
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	14
Non-refereed Conference Papers	6
Published Database	1
Program Reviews	4
Knowledge Mobilization	32
Presentations at Professional Meetings/ Workshops	37
Invited Speaker	36
TOTAL	341
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 ^v

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.

Books Continued

^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. (Under review). School principals' work intensification and resilience: A call for structural change. *International Journal of Management*.

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>

Articles Continued

- Wang, F., **Pollock, K.**, & Hauseman, C. (2022). Time demands and emotionally draining situations amid work intensification of school principals. *Educational Administration Quarterly*, Advance Online Publication. <https://doi.org/10.1177/0013161X221132837>
- Wang, F., Hauseman, C., & **Pollock, K.** (2021). “I am here for my students”: Principals’ perception of accountability amid work intensification. *Educational Assessment, Evaluation, and Accountability*. Advanced Online Publication. <https://doi.org/10.1007/s11092-021-09368-6>
- Wang, F., **Pollock, K.**, & Hauseman, C. (2021). Complexity and volume: Work intensification of vice-principals in Ontario. *International Journal of Leadership in Education*. Advance Online Publication. <https://doi.org/10.1080/13603124.2021.1974097>
- Pollock, K.**, & Campbell, C. (2021). Guest editorial. *Journal of Professional Capital and Community*, 6(1), 1–6. <https://doi.org/10.1108/JPCCC-01-2021-083>
- Pollock, K.** (2020). School leaders’ work during the COVID-19 pandemic: A two-pronged approach. *International Studies in Educational Administration*, 48(3), 38–45.
- Pollock, K.**, Wang, F., & *Mahfouz, J. (2020). Guest editorial. *Journal of Educational Administration*, 58(4), 389–399. <https://doi.org/10.1108/JEA-08-2020-237>
- Pollock, K.**, & *Briscoe, P. (2019). School principals’ understandings of difference and diversity and how these understandings influence their work. *International Journal of Educational Management*, 34(3), 518–534. <https://doi.org/10.1108/IJEM-07-2019-0243>
- Pollock, K.**, Wang, F., & Hauseman, D. C. (2019). Proactively mitigating school leaders’ emotionally draining situations. *Canadian Journal of Educational Administration and Policy*, 190, 40–48.
- Faubert, B., **Pollock, K.**, & Hauseman, D. C. (2019). Superintendents’ work (intensification) in a shifting policy climate: Enacting a student discipline strategy. *Canadian Journal of Educational Administration and Policy*, 190, 49–56.
- Lim, L., & **Pollock, K.** (2019). ‘...the workload has proliferated, absolutely proliferated’: Secondary principals’ perspectives on the impact of work intensification on the secondary vice-principal role. *Leading & Managing*, 25(2), 80–98.
- Wang, F., **Pollock, K.**, & Hauseman, C. (2018). School principals’ job satisfaction: The effects of work intensification. *Canadian Journal of Educational Administration and Policy*, 185, 73–90.

Articles Continued

Pollock, K., & ⁱHauseman, D. C. (2018). The use of e-mail and principals' work: A double-edged sword. *Leadership and Policy in Schools, 18*(3), 382–393. doi: 10.1080/15700763.2017.1398338

ⁱHauseman, D. C., **Pollock, K., & Wang, F.** (2017). Inconvenient, but essential: Impact and influence of school–community involvement on principals' work and workload. *School Community Journal, 27*(1), 83–106.

Campbell, C., **Pollock, K., *Briscoe, P., ⁱCarr-Harris, S., & ⁱTuters, S.** (2017). Developing a knowledge network for applied education research to mobilise evidence in and for educational practice. *Educational Research, 59*(2), 209–227. doi: 10.1080/00131881.2017.1310364

Pollock, K. (2016). Principals' work in Ontario, Canada: Changing demographics, advancements in informational communication technology and health and well-being. *International Journal for Educational Administration, 44*(3), 55–74.

Pollock, K., & Winton, S. (2016). Juggling multiple accountability systems: Three principals' approaches to multiple accountability systems. *Educational Assessment, Evaluation and Accountability, 28*(4), 323–345. doi: 10.1007/s11092-015-9224-7

Pollock, K., *Murakami, E., & Swapp, D. (2015). The work of school leaders: North American similarities, local differences. *International Studies in Educational Administration, 43*(2), 5–20.

*Briscoe, P., **Pollock, K., Campbell, C., & ⁱCarr-Harris, S.** (2015). Finding the sweet spot: Network structures and processes for increased knowledge mobilization. *Brock Education Journal, 25*(1), 20–34. doi: 10.26522/brocked.v25i1.432

Pollock, K., Wang, F., & ⁱHauseman, D. C. (2015). Complexity and volume: An inquiry into factors that drive principals' work. *Societies, 5*(2), 537–565. doi: 10.3390/soc5020537

Winton, S., & **Pollock, K.** (2015). Meanings of success and successful leadership in Ontario, Canada, in neoliberal times. *Journal of Educational Administration and History, 48*(1), 19–34. doi: 10.1080/00220620.2015.1040378

*Murakami, E., *Törnsén, M., & **Pollock, K.** (2014). Expectations for the preparation of school principals in three jurisdictions: Sweden, Ontario, and Texas. *Canadian and International Education, 43*(1), 1–18.

Livingstone, D., **Pollock, K., & *Raykov, M.** (2014). Family binds and glass ceilings: Women managers' promotion limits in a "knowledge economy." *Critical Sociology, 42*(1), 145–166. doi: 10.1177/0896920514532663.

Articles Continued

Pollock, K. (2013). Administrator and teachers' perceptions of school success in a publicly-funded, Catholic school. *Catholic Education: A Journal of Inquiry and Practice*, 16(2), 313–338. doi: 10.15365/joce.1602052013

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Winton, S., & **Pollock, K.** (2009, August). *Teaching comparative policy analysis: A transborder distance learning initiative*. Proceedings from The Distance Teaching & Learning Conference,

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^Cardarelli, L. M., ^Geiser, J., ^Otten, A., **Pollock, K.**, ^Trépanier, N., & ^Lanthier, D. (2021, March). *Collaboration in advocacy and leadership development for principals* [Roundtable]. Annual meeting of the International Congress for School Effectiveness and Improvement. Virtual.

Papers in Refereed Conferences Continued

*Edge, K., ^Otten, A., **Pollock, K.**, & ^Trépanier, N. (2020, January). *Principal work/lives: Global, national-, and state-level school leader association work to address principal well-being, work-life balance, recruitment and retention* [Paper presentation]. Annual meeting of the International Congress for School Effectiveness and Improvement, Marrakesh, Morocco.

Pollock, K., Wang, F., ^Trépanier, N., & ^Otten, A. (2020, January). *School principals' and vice-principals' work intensification, wellbeing and instructional leadership* [Paper presentation]. Annual meeting of the International Congress for School Effectiveness and Improvement, Marrakesh, Morocco.

^Trépanier, N., ^Otten, A., **Pollock, K.**, & *Edge, K. (2020, January). *Knowledge mobilization partnerships as a means to co-construct knowledge for practice* [Roundtable]. Annual meeting of the International Congress for School Effectiveness and Improvement, Marrakesh, Morocco.

Wang, F., **Pollock, K.**, & Hauseman, C. (2019, April). The contemporary work of principals and vice-principals in Ontario: A comparative study. In A. E. Lopez (Chair), *Cultural responsive leadership models from a global perspective* [Roundtable]. 2019 AERA Annual Meeting, Toronto, ON.

Pollock, K., Campbell, C., ^van Roosmalen, E., Bairos, K., ^Sarfraz, D., & ^Davidson, K. L. (2019, April). An ecosystem approach to mobilize evidence and knowledge [Paper presentation]. In Elizabeth N. Farley-Ripple (Chair), *How do different pathways in the educational ecosystem support productive evidence use?* [Symposium]. 2019 AERA Annual Meeting, Toronto, ON.

¹Hauseman, D. C., **Pollock, K.**, & Wang, F. (2018, May). *The contemporary work of vice Principals* [Paper presentation]. 46th Annual CSSE Conference, Regina, SK, Canada.

Wang, F., **Pollock, K.**, & ¹Hauseman, D. C. (2018, May). *The impact of work intensification on principals' and vice-principals' health and wellbeing* [Paper presentation]. 46th Annual CSSE Conference, Regina, SK, Canada.

Pollock, K., ¹Hauseman, D. C., & Wang, F. (2018, April). *Roundtable session: The Ontario' Leadership Framework and contemporary vice-principal's work* [Paper presentation]. 2018 AERA Annual Meeting, New York, NY.

Papers in Refereed Conferences Continued

Wang, F., **Pollock, K.**, & Hauseman, D. C. (2018, April). *Influence of work intensification on principals' work-life balance* [Paper presentation]. 2018 AERA Annual Meeting, New York, NY.

Pollock, K., Wang, F., & Hauseman, D. C. (2018, January). *Leading for change: Impact of educational policies on school principals in Ontario Canada* [Paper presentation]. Annual meeting of International Congress for School Effectiveness and Improvement, Singapore.

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Hauseman, D. C., **Pollock, K.**, & Wang, F. (2017, May). "I am here for the students": *Principals' rankings of who they are accountable to in their daily work.* [Paper presentation]. 45th Annual CSSE Conference, Ryerson University, Toronto, ON.

Pollock, K., Wang, F., & Hauseman, D. C. (2017, May). *Principals' work intensification and job satisfaction* [Paper presentation]. 45th Annual Meeting of CSSE, Ryerson University, Toronto, ON.

[√]van Roosmalen, E., [√]Malik, S., Campbell, C., **Pollock, K.**, Bairos, K., Carr-Harris, S., Kotsopoulos, D., & [^]Buchanan, D. (2017, April). Developing a knowledge network to advance mathematics and well-being: Emerging evidence from the Knowledge Network for Applied Education Research Phase 2. In S. Malik (Chair), *Knowledge Mobilization* [Symposium]. 45th Annual Meeting of CSSE, Ryerson University, Toronto, ON.

Wang, F., **Pollock, K.**, & Hauseman, D. C. (2017, April). *School principals' job satisfaction: The effect of work intensification* [Paper presentation]. 2017 Annual Meeting of AERA, San Antonio, TX.

*Stoll, L., *Seashore Louis, K., *Daly, A., & **Pollock, K.** (2017, January). *Being mindful of teachers' and leaders' wellbeing: A challenge for school and system improvement?* [Roundtable]. 2017 Annual Meeting of the International Congress for the School effectiveness and Improvement (ICSEI), Ottawa, ON, Canada.

Campbell, C., **Pollock, K.**, Bairos, K. & Carr-Harris, S. (2017, January). *Practiced what we've preached? Using evidence-informed practices to lead a knowledge mobilization initiative* [Paper presentation]. International Congress for School Effectiveness and Improvement. Ottawa, Ontario.

Papers in Refereed Conferences Continued

Campbell, C., *Nelson, J., *Brown, C., *Schildkamp, K., *Hubers, M., **Pollock, K.**, ⁱCarr-Harris, S., Bairos, K., & *Stoll, L. (2017, January). *Evidence-informed practice in education: Developing conceptualisations and applications* [Symposium]. Annual Meeting of the International Congress for the School Effectiveness and Improvement (ICSEI), Ottawa, ON, Canada.

ⁱHauseman, D. C., & **Pollock, K.** (2016, September). *“It’s all about the students”: Ethical frames employed by school principals in their daily work* [Paper presentation]. Annual Meeting of the Consortium for the Study of Leadership and Ethics in Education (CSLEE), London, ON, Canada.

Pollock, K. (2016, August 1). *Ontario principals’ use of time* [Paper presentation]. 2016 Annual Meeting of the AERA, Canberra, Australia.

Wang, F., **Pollock, K.**, & ⁱHauseman, D. C. (2015, November). *School principals’ wellness and job satisfaction: The effect of work intensification* [Paper presentation]. Annual Meeting of University Council for Educational Administration (UCEA), San Diego, CA.

Wang, F., **Pollock, K.**, & ⁱHauseman, D. C. (2015, November). *School principals’ wellness and job satisfaction: The impact of work intensification* [Paper presentation]. 2015 University Council for Educational Administration (UCEA) Conference, San Diego, CA.

Campbell, C., **Pollock, K.**, Carr-Harris, S. & Ledge, C. (2016). *Building Knowledge Networks in Education: Lessons learned from Ontario’s Knowledge Network for Applied Education Research (KNAER)* [Paper presentation]. Quest conference, Richmond Hill, Ontario.

Campbell, C., **Pollock, K.**, ⁱCarr-Harris, S., & ⁱTuters, S. (2016). *Developing a knowledge mobilization network across a public education system: Lessons learned & future approaches from Ontario’s KNAER initiative* [Paper presentation]. Canadian Knowledge Mobilization Forum, Toronto, Ontario.

McWhorter, D., Campbell, C., Tyrer, D., [^]Briscoe, P., ⁱCarr-Harris, S., & **Pollock, K.**, (2016). *Research-practice-policy networks to mobilize knowledge for evidence-informed education: lessons from the Knowledge Network for Applied Education Research* [Paper presentation]. International Congress for School Effectiveness and Improvement, Glasgow, Scotland.

Pollock, K., Campbell, C., Bairos, K. & ⁱCarr-Harris, S. (2016). *Practiced what we’ve preached? Using evidence-informed practices to lead a knowledge mobilization initiative*. CSLEE Conference, London, Canada.

Papers in Refereed Conferences Continued

- ⁱHauseman, D. C., Pollock, K., & Wang, F. (2015, November). *Inconvenient, but essential: Impact and influence of school-community partnerships on principals' work and workload* [Paper presentation]. 2015 University Council for Educational Administration (UCEA) Conference, San Diego, CA.
- 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.
- ⁱHauseman, C., Pollock, K., & Wang, F. (2015, May–June). *Professional development needs of practicing principals* [Paper presentation]. Annual Meeting of CSSE, University of Ottawa, Ottawa, ON.
- Pollock, K., Wang, F., & ⁱHauseman, D. C. (2015, May). *Professional development needs of practicing principals* [Paper presentation]. 2015 Canadian Association for the Study of Educational Administration (CASEA) Conference, Ottawa, ON.
- ⁱHauseman, D. C., & Pollock, K. (2015, April). *"It's all about the students": Ethical frames employed by school leaders in their daily work* [Paper presentation]. Moral Literacy Colloquium, State College, PA.
- Pollock, K., & ⁱHauseman, D. C. (2014, November). *International research on principals' Work: Principal leadership in Canada* [Paper presentation]. University Council for Educational Administration (UCEA) Conference, Washington, DC.
- Briscoe, P., & Pollock, K. (2014, November). *Principals' conceptions of diversity and influence on their work* [Paper presentation]. University Council for Educational Administration (UCEA) Conference, Washington, DC.
- Pollock, K., [^]Briscoe, P., ⁱHauseman, D. C., & ⁱMindzak, M. (2014, November). *Principals' work and workload in the contemporary era: A view from Ontario* [Paper presentation]. 2014 University Council for Educational Administration (UCEA) Conference, Washington, DC.
- ⁱHauseman, D. C., & Pollock, K. (2014, November). *Principals' work with ICT: A doubled-edged sword* [Paper presentation]. University Council for Educational Administration (UCEA) Conference, Washington, D.C.
- Pollock, K., & Wang, F. (2014, October). *The changing nature of school principals' work* [Paper presentation]. Annual Meeting of AERA/CCEAM, Philadelphia, PA.

Papers in Refereed Conferences Continued

Ahmed, A., **Pollock, K.**, [^]Briscoe, P. L., ⁱHauseman, D. C., Swapp, D., & Wang, F. (2014, June). *Principals securing accountability* [Paper presentation]. 2014 Commonwealth Council for Educational Administration and Management (CCEAM)/Canadian Association for the Study of Educational Administration (CASEA) Conference, Fredericton, NB.

Campbell, C., **Pollock, K.**, ^vMcWhorter, D., Carr-Harris, S., & Bairos, K. (2014, June). *Leading knowledge mobilization in education: Evidence from Ontario's Knowledge Network for Applied Education Research* [Paper presentation]. Commonwealth Council for Educational Administration and Management (CCEAM)/Canadian Association for the Study of Educational Administration (CASEA) Conference, Fredericton, NB.

[^]Briscoe, P. L., **Pollock, K.**, Ahmed, A., ⁱHauseman, D. C., Swapp, D., & Mindzak, M. (2014, June). *Conceptualizations of diversity and their impact on leaders' role in schools* [Paper presentation]. Commonwealth Council for Educational Administration and Management (CCEAM)/Canadian Association for the Study of Educational Administration (CASEA) Conference, Fredericton, NB.

Murakami, E., Törnsén, M., & **Pollock, K.** (2014, June). *School principals' expectations in three sites: Sweden, Ontario, and Texas*. [Paper presentation]. Commonwealth Council for Educational Administration and Management (CCEAM)/Canadian Association for the Study of Educational Administration (CASEA) Conference, Fredericton, NB.

Campbell, C., **Pollock, K.**, ⁱCarr-Harris, S., & Bairos, K. (2014). *Tools and strategies for mobilizing knowledge: Learning from the KNAER-RECRAE*. Ontario Education Research Symposium, Toronto, Canada.

McWhorter, D., Campbell, C., & **Pollock, K.** (2014). *Knowledge Network for Applied Education Research*. Ontario Ministry of Education/Faculties of Education Forum, Toronto, Canada.

Mindzak, M., **Pollock, K.**, ⁱHauseman, D. C., Ahmed, A., [^]Briscoe, P. L., & Swapp, D. (2014, June). *Instructional leadership: Change or continuity* [Paper presentation]. Commonwealth Council for Educational Administration and Management (CCEAM)/Canadian Association for the Study of Educational Administration (CASEA) Conference, Fredericton, NB.

Pollock, K., Wang, F., ⁱHauseman, D. C., & Mindzak, M. (2014, June). *Principals' mental health and well-being* [Paper presentation]. Commonwealth Council for Educational Administration and Management (CCEAM)/Canadian Association for the Study of Educational Administration (CASEA) Conference, Fredericton, NB.

Pollock, K., ⁱHauseman, D. C., Wang, F., & Mindzak, M. (2014, June). *Principals' work at a time of demographic change* [Paper presentation]. Commonwealth Council for Educational Administration and Management (CCEAM)/Canadian Association for the Study of Educational Administration (CASEA) Conference, Fredericton, NB.

Papers in Refereed Conferences Continued

ⁱHauseman, D. C., **Pollock, K.**, Ahmed, A., [^]Briscoe, P. L., Swapp, D., & Mindzak, M. (2014, June). *The nature of school administrators' work in rural settings* [Paper presentation]. Commonwealth Council for Educational Administration and Management (CCEAM)/Canadian Association for the Study of Educational Administration (CASEA) Conference, Fredericton, NB.

Pollock, K. (2014, April). *The changing nature of school principals' work* [Paper presentation]. American Educational Research Association (AERA) Conference, Philadelphia, PA.

*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.

[√]McWhorter, 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.

Papers in Refereed Conferences Continued

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.

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.

Papers in Refereed Conferences Continued

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.

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

Papers in Refereed Conferences Continued

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.

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.

Papers in Refereed Conferences Continued

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.

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.

Papers in Refereed Conferences Continued

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.

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.

Papers in Refereed Conferences Continued

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.

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 systèmes 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.

Technical Reports Continued

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

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.

Technical Reports Continued

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.

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 14)

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.

Knowledge Mobilization/Transfer/Translation Continued

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>.

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>

Knowledge Mobilization/Transfer/Translation Continued

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>

Audiovisual Materials 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)

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.

Pollock, K. (2018, April). *Practical strategies for sharing research beyond academia.* Presentation at the 18th Annual OISE Graduate Student Research Conference, Toronto, ON.

Presentations at Professional Meetings/Workshops Continued

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 36)

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 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 Continued

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. (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 Continued

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. (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 Continued

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.