

Editorial:
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Vicki Squires

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The *SELU Research Review Journal (SRRJ)* is a forum for graduate student research reviews capturing the state of current research in Educational Administration. Topics related to leadership, policy, and the administration of K-12 education, post-secondary education, and other educational institutions are the focus of this journal. The work published in the journal reflects graduate students' work throughout their program at the University of Saskatchewan. This *Journal* is intended to provide a resource for educational practitioners to access current and comprehensive overviews of research. The reviews presented in the *Journal* represent diverse perspectives and findings from academic research that will aid in policy development and the improvement of practice in educational institutions.



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Reflections on Research

Welcome to the inaugural edition of the *SELU Research Review Journal (SRRJ)*. For this first edition, we decided to include the graduate student papers submitted for the EADM 991.3 class, held in Winter Term, 2016. Students were asked to develop their capstone papers on a research area of interest, relevant to the field of education; they were asked to focus on topics about which they were curious, or to which they were deeply connected. From the initial class, they were aware that the goal was to publish the final product, so that their extensive coverage of the current research could be shared broadly amongst other educational professionals and stakeholder groups. As instructor of this class, I worked with the students on their final papers, editing and reediting in preparation for publishing. As this process unfolded, the journal team agreed that this volume of papers was too extensive for one edition; as a result, we are crafting a second edition showcasing the other half of the papers to be released at the end of January. Papers included in both editions present comprehensive overviews of research on topics that students, as professionals working in the field of education, found meaningful, intriguing and highly salient for their work.

A scan of the articles' titles in this edition reveals the currency of the topics. Smith compares and contrasts four different models of leadership and the application of these different models to building great schools. After describing the models of transactional, transformational, instructional, and inspirational leadership, he delves further into how these models are connected to the culture of the school and student learning. Bodnarchuk limits his research to one of those leadership models in his critical analysis of the principal as an instructional leader. He investigates the debates regarding the implementation and structure of that role, and its ultimate impact on student achievement. In a related paper, Burym focuses more specifically on instructional leadership for improved Aboriginal student outcomes. Furthermore, she highlights the impact of didactic relationships (principal-teacher, teacher-student, school-community) on student achievement and argues that relationship building and effective instructional leadership are key to improving Aboriginal student outcomes. Similarly, Kowaluk examines a highly relevant topic in the Education Sector Strategic Plan for Saskatchewan, the creation of culturally responsive classrooms. She reiterates the importance of relationship building in creating cultural responsiveness, and adds collaboration and teachers' reflective practice as other critical elements for ensuring that the educational environment promotes success among the increasingly diverse student population. Kennedy also focuses on student success in her research on transitional employment for students with disabilities and articulates the positive outcomes that are realized from opportunities for even short-term employment. She connects the Ministry of Education's Saskatchewan Disability Strategy to the current research on best practice and proposes strategies to build on these findings. Koch explores student success through a promising new practice by presenting current research on mindfulness for elementary aged children. He emphasizes the academic and social benefits of introducing and implementing mindfulness practice with children, and contends that these strategies benefit all children through the development of self-regulation. In sum, these six papers are valuable contributions to the exploration of best practices in leadership and administration that can promote and facilitate student success and well-being in the educational environment.

This edition represents many months of planning and developing this forum for disseminating graduate research work to a broader audience. Ultimately, we hope that the papers will have a positive impact on the field of education by invoking reflection, inciting discussion, informing decision making, and inspiring action.