Editorial:
SELU Research Review Journal—Volume 1, Issue 2

Vicki Squires

SELU
Saskatchewan Education Leadership Unit
selu.usask.ca

SELU
Research Review
Journal

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.

UNIVERSITY OF
SASKATCHEWAN

College of Education | Department of
Educational Administration

selu.usask.ca

SELU
Saskatchewan Educational Leadership Unit

Editorial

Vicki Squires

University of Saskatchewan

Reflections on Research

Welcome to the second edition of the *SELU Research Review Journal (SRRJ)*. This edition presents the second half of the graduate student papers submitted for the EADM 991.3 class, held in Winter Term, 2016. For those of you who have not yet read the first edition, I will briefly reiterate the process that students followed as they prepared these articles, and the context for their submissions. 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 that they found meaningful, intriguing or highly relevant to their work. 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 the volume of papers was too extensive for one edition; as a result, we showcased half of the papers in the first issue in November, and the second half in this second issue. Papers included in both issues of Volume 1 present comprehensive overviews of research on a broad range of topics pertinent to leadership and administration in the field of education.

As the reader will note by a brief scan of the titles in this issue, these articles analyze a number of topics that touch all educational institutions. In the first article, Strueby investigates the disengagement of male students and delves into possible contributing factors of this phenomenon as identified in the research, such as the lack of male teachers in schools, the lack of relevancy in the curriculum, and the types of teacher-student interactions. He points to possible strategies and approaches that individual teachers, schools, and school divisions could implement to improve male student engagement. In the second article, Englehardt focuses on the growing concerns regarding the mental health of students in schools, and describes the role, according to the research, that schools and school systems can play in addressing the issue of mental health problems in school aged children. His research highlights the multiple prongs of a robust mental health strategy that can be employed, from prevention strategies including staying healthy, to proactive strategies such as awareness training to intervention roles that schools may take collaboratively with other community supports. Closely related to this research is Hayden's examination of the emergent issue of emotional behavioural problems, specifically anxiety and depression, in children. She highlights some of the promising strategies and programs for schools that research suggests may be effective in supporting students exhibiting anxiety and depression. Similarly, she notes that designing a suite of prevention and intervention strategies and programs may be the most effective approach for ameliorating the negative impact of anxiety and depression on children's success and well-being in schools. On the other hand, Smith presents research on the success and well-being of Indigenous students in schools and proposes that decolonization of education is an essential step for constructing the necessary environment to promote this success. She describes culturally responsive teaching strategies that can be leveraged in classrooms and schools, such as incorporating Indigenous knowledge and using co-construction and story-telling, in order to establish just such an environment. Similarly, Morin looks at enhancing Indigenous student success through the development of First Nations instructional leaders. After her presentation of a brief history of First Nations education, and an explanation of the model of instructional leadership, she focuses the model within this particular context to describe First Nations instructional leaders. These leaders exhibit the skills needed in instructional leadership and also are cognizant of the importance of incorporating community building, traditional First Nations knowledge and culture into the daily life of the schools. The culture of schools is also the focus of Prokopchuk's article as she explores how cultures are expressed in educational settings. Furthermore, she emphasizes the critical role that effective leaders play in understanding the school's culture, responding to that culture,

sustaining its positive elements, and addressing those elements that can have a negative impact on the functioning of the school. Building on the idea of effective leadership in the last article, Salem describes the model of distributed leadership. He notes that, according to his research, distributed leadership needs to be built on a foundation of trust and commitment. If this strong core structure is established, Salem contends that this form of leadership has the potential to establish an environment that can support change initiatives and mitigate issues of resistance which may arise.

The cumulative efforts presented in these two issues of the first volume contribute to ongoing dialogue regarding some of the highly salient issues in education. The articles provide insightful additions to literature in the field of leadership and administration within the educational environment. As the instructor in the class, I had hoped that students would find this journey personally and professionally rewarding. The end product, though, is a collection of 13 thought-provoking articles that provide meaningful discussions of very current and critical issues and ideas in education today.