



Inclusive Education Canada Associate

Name Steve Sider

Position/role

Professor, Wilfrid Laurier University and
Director, Centre for Leading Research in Education
Waterloo, Ontario



Short Bio

Dr. Steve Sider is an associate professor in the Faculty of Education at Wilfrid Laurier University (Waterloo, Ontario) where he teaches courses in school leadership and inclusive education. He currently holds three Canadian national research grants examining inclusive leadership practices of Canadian school principals. He travels regularly to Haiti, Ghana, and Egypt where he is involved in school leadership and special education training and research. He is the 2019 winner of the Laurier Donald F. Morgenson Faculty Award for Teaching Excellence in the category of Excellence in Internationalization. He is the inaugural director for the Centre for Leading Research in Education (CLRiE), an inter-disciplinary research centre at Laurier. He is a Fellow at the Balsillie School of International Affairs and an associate of the Canadian Research Centre on Inclusive Education. Prior to his work in the Faculty of Education, Dr. Sider was a school administrator, special education teacher, and classroom teacher for 15 years.

Interests

School leadership, inclusive education, international experiences in inclusive education, comparative and international education.

Publications/Research

- Sider, S. (2020). School principals and students with special education needs in a pandemic: Emerging insights from Ontario, Canada. *International Studies in Educational Administration*, 48 (2), 78-84. <http://cceam.net/wp-content/uploads/2020/08/ISEA-2020-48-2.pdf#page=84>
- Sider, S. & Ling, P. (2020). Setting the context for a conference to explore intersectionalities for school leadership and inclusion. *Exceptionality Education International*, 30 (2), 4-11. <https://ir.lib.uwo.ca/eei/vol30/iss2/2/>

- Maich, K., Sider, S., Morvan, J., & Smith, D. (2020). Making the unknown or invisible accessible: The collaborative development of inclusion-focused open-access case studies for principals and other school leaders. *Exceptionality Education International*, 30 (2), 68-79. <https://ir.lib.uwo.ca/eei/vol30/iss2/7/>
- Fairweather, M., Sider, S., & Maich, K. (2019). School principals and inclusive schools: A case study of complex contexts and competing perspectives. *International Journal of Case Studies in Business, IT, and Education*. 3 (2), 59-67.
DOI: <http://doi.org/10.5281/zenodo.3519497>.
- Wettlaufer, J. & Sider, S. (2019). The importance of trust in school improvement professional learning communities. *Journal of Cases in Educational Leadership* 22 (2), 3-14. <https://doi.org/10.1177/1555458919826220>
- Sider, S. (2019). Peer coaching in a school in Cairo, Egypt: Implementation, barriers, and pathways to effective adoption. *International Journal of Mentoring and Coaching in Education*, 8 (1), 37-51. <https://doi.org/10.1108/IJMCE-04-2018-0016>
- King, A. & Sider, S. (2018). Incarceration, relationships, and belonging: Insights into the experiences of two male youth recently released from custody facilities. *Canadian Journal of Family and Youth*, 10 (1), 235-258.
<https://journals.library.ualberta.ca/cjfy/index.php/cjfy/article/view/29350>
- Maich, K., Sider, S., Hall, C., & Henning, M. (2017). What's before the iPad®? Teaching basic prerequisite skills for iPad® use. *DADD (Division of Autism and Developmental Disabilities) Online Journal*, 4 (1), 110-122.
- Sider, S., Maich, K., & Morvan, J. (2017). School principals and students with special education needs: Leading inclusive schools. *Canadian Journal of Education*, 40 (2).
<http://journals.sfu.ca/cje/index.php/cje-rce/article/view/2417>

These are recent non-academic publications:

- Sider, S., MacCormack, J., and Whitley, J. (February, 2021). Schools as an equalizing force: What the pandemic has taught us about school leadership and inclusive education. *Canadian Association of Principals Journal*. <https://cdnprincipals.com/schools-as-an-equalizing-force-what-the-pandemic-has-taught-us-about-school-leadership-and-inclusive-education/>
- MacCormack, J., Anderson, D., & Sider, S. (January, 2021). "I kept thinking, does it have to be that hard?: Principals' stories of supporting students with special education needs during emergency schooling. *Education Canada*, 60 (4).
<https://www.edcan.ca/articles/does-it-have-to-be-that-hard/>
- Whitley, J., MacCormack, J., Matheson, I., Specht, S., Sider, S., & Maich, K. (January, 2021). Diversity via distance: Lessons learned from families supporting students with special education needs during remote learning. *Education Canada*, (60),4.
<https://www.edcan.ca/articles/diversity-via-distance/>
- Eizadirad, A. & Sider, S. (July 24, 2020). Schools after coronavirus: Seize 'teachable moments' about racism and inequities. *The Conversation*. Available at:
<https://theconversation.com/schools-after-coronavirus-seize-teachable-moments-about-racism-and-inequities-142238>
- Sider, S. & Vilella, M. (2020). Violence in schools: What can we learn from critical incidents? *Canadian Association of Principals Journal*.
<https://cdnprincipals.com/violence-in-schools-what-can-we-learn-from-critical-incident/>

- Sider, S. (December, 2019). Who is your Nathalia? Catholic Principals' Council of Ontario *Principal Connections*, 23(2), 26–29. Access at: https://24c39099-0dd2-400c-a39f-fe24a0b1f95c.filesusr.com/ugd/f01721_5fc580cc7f9e4911a14708281b939f3d.pdf
- Sider, S. (October, 2019). Lead to include: Fostering inclusive schools for students with special education needs. Featured Article. Ontario Principals' Council *The Register*, 22 (1), 20–25. Access at: https://issuu.com/ontarioprincipalscouncil/docs/opc_fall19-aoda-v1/20
- Sider, S. (April 1, 2019). Every child matters: What principals need to effectively lead inclusive schools. *The Conversation*. Available at: <https://theconversation.com/every-child-matters-what-principals-need-to-effectively-lead-inclusive-schools-114249>
- Sider, S., Morvan, J., Specht, J. Maich, K. & Smith, D. (2018). *Exploring leadership practices through case inquiry: Supporting inclusive schools*. Ontario College of Teachers. English available at: https://www.oct.ca/-/media/PDF/Exploring%20Leadership%20Practices%20through%20Case%20Inquiry/ExplLdrshpPrctcsCseInqry_en__web.pdf French available at: https://www.oct.ca/-/media/PDF/Exploring%20Leadership%20Practices%20through%20Case%20Inquiry/ExplLdrshpPrctcsCseInqry_fr__web.pdf

Consultation

- Sider, S. (2020). *Report to the Ontario Principals' Council on responses from participants OPC courses and workshops related to "principals, the pandemic, and students with special education needs."* Ontario Principals' Council, Toronto, ON.
- Holm, J., Eizadirad, A., & Sider, S. (2020). *Report to the Ontario Ministry of Education on a Study on the Ontario Math Proficiency Test*. Toronto, ON.
- Sider, S. (2020). *Report to the Ontario Principals' Council on responses from participants in the Special Education for Administrators AQ course on special education in the pandemic*. Ontario Principals' Council, Toronto, ON.
- Sider, S. (2020). *Engaging principals in Peel District School Board in supporting students with special education needs* [video]. Ontario Principals Council, Toronto, ON.
- Sider, S. & Gatobu, S. (2019). *Equity in education and competency based education practices*. Learning for Humanity, Waterloo ON.
- Sider, S. & Gatobu, S. (2018). *Learning Brief: An Educator's Guide to Competency Based Education*. Learning for Humanity, Waterloo, ON.

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