



Let's Chat... *about* *Inclusive Education*



Hosts Gordon L. Porter, Jacqueline Specht and Diane Richler



Multiple Perspectives ***Guest: Lesley Eblie Trudel*** ***Associate Dean, Faculty of Education*** ***University of Winnipeg*** ***Winnipeg, Manitoba***

Lesley Eblie Trudel has been successfully involved in public education for over thirty years. Her most recent role is as an Assistant Superintendent of Schools with the Sunrise School Division in Manitoba, Canada. She has held positions ranging from an instructor to administrator, working with diverse populations in both urban and rural settings. In January 2019, she joined the Faculty of Education at the University of Winnipeg as an Assistant Professor.

Currently Lesley is Associate Dean in the Faculty of Education, University of Winnipeg. She is a collaborative leader and interdisciplinary researcher, with a keen interest in organizational learning and systemic change as it pertains to diverse, inclusive educational communities.

On a personal basis, Lesley has made a commitment to support issues related to mental health and well-being and has volunteered for a number of years on the regional Canadian Mental Health Association (CMHA) Board.

Areas of Professional Expertise: Educational Leadership, Staff Development, Diversity and Inclusion, Instructional Practice, Educational Assessment, Classroom Management, Student Behaviour and Social Emotional Learning.

Key Issues in this Chat Session:

1. **Personal Motivation:** Lesley's early experiences as a teacher working to meet the diverse needs of her students in both rural and city classrooms were at first frustrating and, in the end, a motivating factor in developing an inclusive vision.
2. **Learning About Inclusion:** Lesley learned about inclusion as both a teacher and a support teacher and subsequently transitioned to school district leadership; she found a career-fit in supporting inclusion through building classroom, school and system structures.
3. **Teacher-to-Teacher Mentorship:** Lesley reflects on the vital role teachers play in supporting and collaborating with each other and has been a highly valued strategy in the school systems where she has worked in Manitoba.
4. **Look for commonality:** the common goal of student success depends on collaborative engagement between teachers and their colleagues as well as between parents and students.
5. **Support Team Collaboration:** the staff members who provide support to classroom teachers - educators, clinicians, specialist consultants, and more - must collaborate and work as a team to deliver effective support to teachers and schools.
6. **Resources and Inclusion:** Lesley observes that schools in rural communities with fewer specialists are often inclusive by necessity, as opposed to those in urban areas which have greater access to services and specialized supports.

Potential Discussion Questions (before viewing):

1. What effect does beginning a teaching career in a rural or remote community have on the teacher's development?
2. In what ways do you think the wellbeing and mental health of teachers affects their ability to meet the unique needs of students in their classrooms?

Potential Discussion Questions (after viewing):

1. Lesley discussed the importance that mentorship programs have for new teachers who are learning how to meet the needs of students. How can the idea of mentorship be incorporated within school systems and community services to facilitate inclusion?
2. Lesley identified co-operation as a strength of Manitoba's approach to education. How can co-operation be interwoven through education systems to create inclusive classrooms (e.g., between teachers and parents, teachers and school administrators, educators, and the greater community)?

More from Lesley Eblie Trudel:

- Eblie Trudel, L. (2019) Commentary: What Can Ministries of Education and School District Leaders Do To Improve Inclusive Education? Inclusive Education Canada, <https://inclusiveeducation.ca/2019/02/25/what-can-ministries-of-education-and-school-district-leaders-do-to-improve-inclusive-education/>
- Eblie Trudel, L., Sokal, L., & Babb, J. (2021). Planning for teacher recovery from the COVID-19 pandemic: Adaptive regulation to promote resilience. *Interdisciplinary Educational Psychology*. http://riverapublications.com/assets/files/pdf_files/planning-for-teacher-recovery-from-the-covid-19-pandemic-adaptive-regulation-to-promote-resilience.pdf
- Eblie Trudel, L., Sokal, L., & Babb, J. (2021). Teachers' voices: Pandemic lessons for education in times of uncertainty and change. *Journal of Teaching and Learning*. <https://jtl.uwindsor.ca/index.php/jtl/article/view/6486>
- Bradford, B., Eblie Trudel, L., Katz, J., Sokal, L. & Loreman, T. (2021). Promising practices for preparing Canadian teachers for inclusive classrooms: analysis through a transformative learning lens. *International Journal of Inclusive Education*, DOI: 10.1080/13603116.2021.1882058
- Sokal, L., Eblie Trudel, L., Babb, J. (2020). Supporting teachers in times of change: The job demands-resources model and teacher burnout during the COVID-19 pandemic. *International Journal of Contemporary Education*, 3(2). <http://redfame.com/journal/index.php/ijce/issue/view/243>
- Sokal, L., Eblie Trudel, L., & Babb, J. (2020). I've had it! Factors Associated with Burnout and low organizational commitment in Canadian teachers during the second wave of the COVID-19 pandemic. *The International Journal of Educational Research Open*. <https://www.sciencedirect.com/science/article/pii/S2666374020300236>
- Sokal, L., Eblie Trudel, L., & Babb, J. (2020). It's okay to be okay too. Why Calling out teachers "toxic positivity" may backfire. *Education Canada*, 60(3). <https://www.edcan.ca/articles/its-ok-to-be-ok-too/>
- Eblie Trudel, L. (2019). From Categorical to formula funding support: A report on the outcomes for students, schools and school divisions. Submission to the Manitoba Government K-12 Education Review. Winnipeg, Manitoba Canada. SSAAM - Submission to the Manitoba Government K-12 Education Review

