



Lesley Eblie Trudel

*Associate Dean,
Faculty of Education
University of Winnipeg*

Biography

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.

Interests

- I am passionate about mental health and well-being and have volunteered for a number of years on the regional Canadian Mental Health Association (CMHA) Board
- I am a professional musician who volunteers or contracts with organizations to provide accompaniment on the piano
- Personal interests include writing, and photography
- I enjoy watching hockey and figure skating as our family were actively involved in both sports
- I have a newly acquired taste for opera as my daughter is studying opera performance

Consultation

Educational Leadership, Staff Development, Diversity and Inclusion, Instructional Practice, Educational Assessment, Classroom Management, Student Behaviour and Social Emotional Learning.

Contact

Email: l.eblietrudel@uwinnipeg.ca

Phone: 1-204-801-1352

Projects and Publications

- 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

Projects and Publications Continued

- 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>
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