

philosophy and praxis. Innovations in Qualitative Research Conference, University of Saskatchewan, Saskatoon, Saskatchewan. (poster)

Publications

1. Tanaka, M.T., Tse, V.V., Stanger, N.R.G., Piché, I., Starr, L.J., Farrish, M & Abra, M. (2014). *The Edge of Counselling: Mindful Negotiation of Emotions Towards Transforming Learning~Teaching*. In L. Thomas, (Ed.), *Becoming teacher: Sites for development of Canadian Teacher Education* (pp.469-502). **2014**, E-book published by the Canadian Association for Teacher Education.
2. Stanger, N.R.G., Tanaka, M.T., Starr, L.J., & Tse, V.V. Winter Counts as transformative inquiry: The role of creative imagery as an expression of adaptive change. *Complicity: An International Journal of Complexity and Education* **2013**, 10(1/2), 87-110.
3. Starr, L.J. Does anyone really know anything? An exploration of constructivist meaning and identity in the tension between scientific and religious knowledge. *Cultural Studies of Science Education*, **2010**. doi: 10.1007/s11422-009-9227-0.
4. Starr, L.J. The use of autoethnography in educational research: Locating who we are in what we do. *Canadian Journal for New Scholars in Education*, **2010**, 3(1).
5. Starr, L.J. An examination of tension in the space between leadership philosophy and the cultural reality of schools. *Academic Leadership*, **2010**, 8(4).
6. Starr, L.J. A critique the International Baccalaureate Learner Profile as a curricular document: Context, hegemony, hermeneutics and the 4 Rs. *Yonsei Journal of International Studies*, **2009**, 2(2), 115-124.



**University
of Victoria**

Graduate Studies

PROGRAMME

The Final Oral Examination
for the Degree of

DOCTOR OF PHILOSOPHY
(Department of Curriculum and Instruction)

Lisa J. Starr

2006
1993

University of Phoenix
University of Regina

MA
BEd

**“We Lead Who we Are: A Collaborative Inquiry to Inform
Educational Leadership Praxis”**

Monday, August 25, 2014
1:00 PM

David Turpin Building, room 136

Supervisory Committee:

Dr. Katherine Sanford, Department of Curriculum and Instruction,
University of Victoria (Supervisor)

Dr. James Nahachewsky, Department of Curriculum and
Instruction, UVic (Member)

Dr. Tim Hopper, School of Exercise Science, Physical and Health
Education, UVic (Outside Member)

External Examiner:

Dr. Anthony Clarke, Department of Curriculum and Pedagogy,
University of British Columbia

Chair of Oral Examination:

Dr. Geoff Steeves, Department of Physics and Astronomy, UVic

Abstract

Educational leaders are immersed in and arguably responsible for the construction of the delicate yet complex world of education. As such, Van der Mescht (2004) poignantly observes, “to develop a clearer picture of what it is that some leaders possess (or do, or are) that makes their leadership effective has perhaps never been more urgent” (p. 3). This research is a response to Van der Mescht’s observation. The purpose of this study is to engage prospective educational leaders in a deep interrogation of their personal, philosophical and pedagogical beliefs around leadership and its application in contexts representative of Canadian diversity and the complexity of the learning environments using collaborative inquiry (Bray, Lee, Smith & Yorks, 2000) as a methodology. The study is based on leadership as a practice where educational leaders enable, empower and support the diverse and complex learning community and where the application of leader extends beyond title and position to qualities and actions understood through collaborative reflection and dialogue.

Awards, Scholarships, Fellowships

2011	Muriel Beverley Viao Law Scholarship, UVic
2010	Cameron Memorial Trust Scholarship, UVic
2010	Department of Curriculum and Instruction Graduate Award, UVic
2009	Department of Curriculum and Instruction Graduate Award, UVic
2009-2010	Faculty of Graduate Studies Fellowship, UVic

Presentations

1. Sanford, K., Starr, L.J., & Bonsor Kurki, S.B.K. *Where is gender in teacher education?* Canadian Association for the Study of Women in Education at CSSE, Brock University, St. Catherines, ON. May 24-28, 2014. (oral)
2. Starr, L.J. (2014, May). *We lead who we are: A collaborative inquiry to inform educational leadership praxis*. Canadian

Association for Teacher Education at CSSE, Brock University, St. Catherines, ON. May 24-28, 2014. (oral)

3. Starr, L.J., & Bortolin, K.M. (2013, June). *Going in and coming out: Understanding ourselves as Mama Scholars*. Canadian Association for the Study of Women in Education at CSSE, University of Victoria, Victoria, British Columbia. June 1-5, 2013. (oral)
4. Starr, L.J., Mitchell, C., Tanaka, M., Strong Wilson, T., Morrison, C., Handlarski, D., Radford, L., Ferguson, J., White, D., Weenie, A., & Abra, M. (2013, June). *Educators transforming: Self-study through digital disruptions*. Canadian Association for Teacher Education at CSSE, University of Victoria, Victoria, British Columbia. June 1-5, 2013. (oral)
5. Starr, L.J. (2012, June). *Roots clinging deep to stones: A collaborative inquiry to inform educational leadership praxis in contexts of diversity*. Innovations in Qualitative Research Conference, University of Saskatchewan, Saskatoon, Saskatchewan (oral)
6. Starr, L.J., Bonsor Kurki, S., & Fleming, A. (2012, May). *Perfectly imperfect: A metissage of gender, power and identity*. Canadian Association for the Study of Women in Education at CSSE, University of Waterloo, Waterloo, Ontario. May 27-31, 2012 (oral)
7. Tanaka, M., Starr, L.J., Abra, M. & Stanger, N. (2012, May). *Transformative inquiry and teacher education: Welcome to the awkwardness*. Canadian Association for Teacher Education presented at CSSE, University of New Brunswick, Fredericton, New Brunswick. May 27-31, 2012 (oral)
8. Starr, L.J., & Tanaka, M. (2012, May). *Transformative inquiry and teacher education*. Investigating Our Practices, University of British Columbia, May 5, 2012 (oral)
9. Starr, L.J. (2010, June). *Locating who we are in what we do: The use of autoethnography in the study of school leaders’*