

Editors

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Book Description

This handbook describes how wellbeing and resilience could be promoted for educators (early career educators, aspiring and practicing teachers, teacher leaders, and school leaders) in school settings. It aims to highlight research on programs, approaches, and strategies aimed at promoting educator wellbeing, enhancing teacher and school leader resilience, and encouraging flourishing in schools through attention to appreciative, strengths-based, positive approaches to teaching, learning, and leading in education. This volume provides a repertoire of varied answers to how individuals and institutions can leverage what works well to instill in each community member a sense of their value and capacity to contribute to the wellbeing for all and create contexts of flourishing.

Topics of Interest

We invite contributions in two streams:

1. Descriptions of particular efforts, programs, initiatives, developments and/or innovations that are aimed at promoting wellbeing and resilience of educators in school settings.
2. Conceptually or empirically based analyses of research on wellbeing, flourishing, thriving, resilience, appreciative inquiry, positive leadership, strengths, virtues, ethics, etc. in schools.

Potential authors are most welcome to interact with editors to explore possibilities beyond the two categories (above), to gauge potential fit for this book. The anticipated chapters will be organized by the following focused sections (*tentative, subject to change and modification at the handbook compilation stage):

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| 1. Wellbeing and Resilience of Pre-Service Teachers | 5. Wellbeing and Resilience of Early Childhood Educators |
| 2. Wellbeing and Resilience of Early Career Teachers | 6. Wellbeing and Resilience of Teachers (General) |
| 3. Wellbeing and Resilience of Mid-Career Teachers | 7. Wellbeing and Resilience of School Leaders |
| 4. Wellbeing and Resilience of Veteran Teachers | 8. Wellbeing and Resilience in a School Organization |

Process

Each prospective author or co-authors are invited to provide a one-page abstract of the proposed chapter (250-300 words), with basic description of purpose, emphasis, literature, themes, findings, contribution). Please include an additional page with a brief biography (200-250 words) and relevant professional publications. All proposals should be sent as a single MS Word file of 2 pages to Dr. Benjamin Kutsyuruba (ben.kutsyuruba@queensu.ca) by **January 15, 2025**.

Submission Guidelines

Authors of accepted proposals will be notified by **March 1, 2025**, about the status of their submission and sent chapter guidelines. Full chapters, ranging from 5,000 to 6,000 words in Times New Roman 12, double spaced text, inclusive of title, abstract, manuscript, and references, should be submitted as a Microsoft Word email attachment by **June 30, 2025**. Manuscripts should conform to 7th edition APA style conventions. Graphics and images may be included. Each chapter will introduce the subject matter and context (background), describe the key elements, explain the contribution of program, practices, or understandings to this field of study and conclude with a summary of the significance of chapter to policy makers, practitioners, system and school leaders. Anticipated book publication is **Summer, 2026**.

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