

CONFERENCE PROGRAM

The theme of our conference is A Taxonomy of Evidence-Based and Equitable Educational Development Goals. We designed it using the six domains of L. Dee Fink’s Taxonomy of Significant Learning Goals and enhanced his model by holistically integrating principles of equitable and inclusive teaching. Each session has been designed to correspond with one or more of these domains, you’ll find the key for these domains below. Fink’s framework is well-suited to the INED not only because it is frequently used by educational developers to guide course design, but because it evokes both the practical and socio-emotional considerations that are essential to our work. The “Foundational Knowledge” domain in the taxonomy was addressed with our 12 asynchronous sessions made available to you on July 1. Our synchronous sessions will then help build on that foundation to address the remaining domains of Fink’s Taxonomy.

DOMAINS:

- (FI)– Foundational Information/Knowledge,
- (HD)– Human Dimension,
- (LL)– Learning How to Learn,
- (A&I)– Application and Integration,
- (CR)– Caring

CENTERING CENTERS PODCAST:

Centering Centers, the POD Network podcast, is thrilled to partner with this year’s INED hosts to offer a unique, first-of-its-kind platform for new educational developers to come together in conversation around a topic of relevance, share stories and ideas, and contribute a “beginner’s eye” to the ongoing discussion of these timely topics. Group conversations will be facilitated by the “Pod Squad”–skilled members of the POD Network’s Digital Resources and Innovation (DRI) Committee–and recorded to be shared as a future episode of the Centering Centers podcast.

To participate, please use the INED Podcast Session Sign-up Form. Podcast sessions will be hosted online via Zoom on Tuesday, Wednesday and Thursday, July 30-August 1 from 10:00-11:00am EDT and 5:00-6:00pm EST, and you’re welcome to sign up for as many time slots as you wish.

DAY 1 PROGRAM

Day 1: Monday, July 29, 2024		
<p>11:00 am-12:15 pm EDT</p> <p><i>Keynote Session: A Taxonomy of Evidence-Based and Equitable Educational Development Goals (A&I)</i></p>	<p>Facilitators: Bridget Arend and Stephanie Fiore</p>	<p>The keynote will leverage the six domains of L. Dee Fink’s Taxonomy of Significant Learning Goals used as the organizing principle for INED 2024. Fink’s framework is a well-suited starting place not only because it is frequently used by educational developers to guide course design, but because it evokes both the practical and socio-emotional considerations that are essential to our work. Participants will be engaged in considering evidence-based principles that are foundational to educational development work, applying and integrating that knowledge in their work, planning how to keep current, and reflecting on the human dimension and significance of the work.</p>
Concurrent Sessions 1:00 pm-2:15 pm EDT		
<p><i>Beyond Silos: Cross-Unit Collaboration for Advancing Teaching and Learning (A&I)</i></p>	<p>Facilitators: Diane Chapman and H. Naomie Nyanungo</p>	<p>Join us for an engaging and interactive workshop that focuses on the pivotal role that cross-unit collaboration plays in advancing teaching and learning initiatives in institutions. Cross-unit collaboration is essential to nurturing cohesive and innovative academic communities. This session will guide participants through a reflective journey, exploring the skills, values, and attributes essential for successful collaboration. Participants will not only appreciate the importance of collaboration but will also leave with a practical toolkit, ready to embark on collaborative endeavors that will contribute to the advancement of teaching and learning initiatives at their institution.</p>

<p><i>Beyond the One-Off Workshop: Designing and Implementing Long-Format Programs (A&I)</i></p>	<p>Facilitators: Eric Kaldor and Lindsay Doukopoulos</p>	<p>Together we will define long-format programs used in educational development in a way that helps us realize their potential for impact with various audiences. Sharing examples of common long-format programs from a range of CTLs we will examine the costs and benefits afforded by different models to help you think through your own campus context. We will review the key steps for designing, implementing, and assessing these kinds of programs to maximize impact.</p>
<p><i>Finding Where You Belong in POD: Affinity Groups, SIGs, POD Connects, and Committees (HD)</i></p>	<p>Facilitators: Nicole Frank and Linda Hasunuma</p>	<p>An important consideration for our work is finding where we belong in our national organization and connecting to others who can support us in the work we do. What are the avenues available to us in POD and the benefits of each? How do we learn more about our choices and how do we join? What are the expectations for participating in these networks/groups?</p>
<p>Concurrent Sessions: 2:30 pm-3:45 pm EDT</p>		
<p><i>Discipline Matters (or Does It?): Consulting Outside of Your Field (HD)</i></p>	<p>Facilitators: Rosemary Tyrrell and Derek Bruff</p>	<p>Educational developers often support faculty across a range of disciplines, which can result in a kind of imposter syndrome when working with instructors outside our “home” disciplines. In this workshop, we’ll explore some of the challenges and opportunities of consulting outside of one’s field, identify ways to combat this kind of imposter syndrome to leverage our expertise in educational development, and develop strategies for educating ourselves about how disciplinary mindsets influence faculty teaching and motivation. Participants will leave better equipped</p>

		to work collaboratively across academic disciplines.
<i>Championing Inclusive and Equitable Teaching (CR)</i>	Facilitators: Flower Darby	Many of our teaching colleagues want to become more inclusive and equity-minded educators, yet a range of barriers may be holding them back. They might struggle to find time to learn theory and implement strategies. Or the prospect might seem overwhelming: “one more thing” on an already overloaded plate. Perhaps their own social identities or lived experiences present challenges in this work. While acknowledging these and other barriers, we’ll present two models to help you meet colleagues where they are and encourage them to make progress on their inclusive teaching journey.
<i>Creating, Supporting, and Promoting the Scholarship of Teaching and Learning (SoTL)</i>	Facilitator: James M. Lang	Our faculty development work can reach audiences on and off our campuses through the scholarship of teaching and learning (SoTL). Evidence-based educational development requires us to stay engaged with SoTL research, translating its findings into practical applications for faculty. But we can also contribute to its ongoing discoveries, both as authors and as guides for interested faculty. This session will provide a taxonomy of SoTL forms, a primer for getting started as a researcher, and ideas for programming and resources to support faculty who may be interested in producing their own SOTL. Finally, we will discuss how we can advocate, if needed, for the university to value teaching and learning research as part of the hiring, promotion, and tenure processes. Joining James Lang in facilitating this session will be Kathy Quardokus Fisher from Notre Dame’s Kaneb Center for

		Teaching Excellence whose background is in STEM education.
Concurrent Sessions: 4:00 pm-5:00 pm EDT		
<i>One on One Consultations</i>	Meet with one of our session faculty during a private 30-minute zoom meeting. During this time you will be able to ask questions, get advice and follow up on their session. Consultation spots are limited and registration is required.	
<i>Unpacking Foundational Knowledge Q&A</i>	Have any of the asynchronous sessions you've watched piqued your interest? Or maybe you have questions about some of the content in the asynchronous materials. Here's your opportunity to get your questions answered or continue the conversation with the creators of the asynchronous sessions made available on July 1.	
<i>Networking</i>	Join your colleagues and the INED faculty for an opportunity to get to know each other better and continue the conversations you've had throughout the day. Today, you can also hop into the game room and meet new people over some fun and games!	

DAY 2 PROGRAM

Day 2: Tuesday, July 30, 2024

Concurrent Sessions: 11:00 am-12:15 pm EDT

<p><i>The Basics: Using the ADDIE Model to Facilitate Engaging, Impactful Workshops (A&I)</i></p>	<p>Facilitators: Nicole Frank and Esin Caglayan</p>	<p>This session aims to equip you with a roadmap for crafting impactful workshops using the ADDIE model as a framework (but remember, there are many!). We will explore concrete strategies for maximizing engagement, assessing knowledge retention, and bridging the gap between workshop experiences and classroom success. You will be equipped to design and deliver workshops that ignite faculty development and transform your learning communities. Bring a workshop idea with you, as you will be using this idea to apply concepts throughout our session, and leave with an evidence-based plan for execution.</p>
<p><i>The Basics: Effective Consultation Practice (A&I)</i></p>	<p>Facilitators: Isabeau Iqbal and Lisa Jong</p>	<p>Course instructors actively seek us out for our pedagogical expertise, scholarly knowledge, and professional resourcefulness. In consultations, educational developers apply skills such as listening, problem-solving, advising, coaching, and goal-setting to effectively support instructors. Join our interactive session for an exploration of impactful educational consultations. We will sample several approaches to consultations and also examine strategies that help instructors clarify their needs and values, reframe challenges, and move from reflection into action. We will focus on personal and practical elements that contribute to effective sessions—ones that help foster lasting partnerships and promote inclusivity.</p>

<p><i>The Basics: Classroom Observations and SGID (A&I)</i></p>	<p>Facilitators: Cynthia Korpan and Dana Karraker</p>	<p>What are the steps involved in classroom observations and Small Group Instructional Diagnosis? In this experiential session, you will practice being an observer as we go through the steps required for a successful and impactful classroom observation. Following that, we will take you through the steps for conducting a Small Group Instructional Diagnosis. Come prepared to practice these two highly effective strategies for providing instructors formative feedback to enhance their teaching.</p>
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Concurrent Sessions 1:00 pm-2:15 pm EDT

<p><i>Intentional Teaching with Technology: How to Help Faculty Tech Enthusiasts, Luddites, and Everyone In Between (A&I)</i></p>	<p>Facilitators: Flower Darby and Derek Bruff</p>	<p>When used effectively, technology can be a powerful tool to aid student learning. But like any power tool, when wielded carelessly or for the wrong reasons, tech can make a giant mess. It's important to help our faculty colleagues, wherever they fall on the teaching-with-technology spectrum, to be intentional in planning and implementing tech tools in teaching and learning. This session will explore course design models to help faculty make strategic decisions about the use of in-class tech, learning management systems, and generative artificial intelligence, to name a few, so that they integrate technology solutions with pedagogical purpose driving implementation.</p>
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<p><i>Operational Considerations: Making the Work Happen (A&I)</i></p>	<p>Facilitators: Kristi Rudenga and Julia Metzker</p>	<p>While teaching expertise and interpersonal skills are crucial to educational development, how do you move your work forward and keep your center running? Operational considerations, including registration systems, communications strategy, budget management, and talent recruitment and development are</p>
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		essential parts of the day-to-day work we do in our centers. In this workshop, you will explore broad considerations and concrete strategies for managing this side of an educational development career.
<i>Center Directors as Institutional Change Agents (CR)</i>	Facilitators: Christine Harrington and Patricia Payette	Discover strategies and mindsets to be a savvy, smart, and strategic leader who can influence and shape decisions aimed at improving teaching and learning at your institution. Walk away ready to get a seat at the leadership table and leverage your expertise to make a broad impact at your institution.
Concurrent Sessions: 2:30 pm-3:45 pm EDT		
<i>The Emotional Side of Educational Development: Toolkit for Educational Developers (HD)</i>	Facilitators: Erin Galyen and Susan Robison	An integral part of the work of educational developers is supporting faculty who may be stressed, distressed, and dealing with highly sensitive matters that can cause emotions to run high. The emotional labor involved in doing this part of the work means we must be intentional about setting appropriate and helpful boundaries for support, while being mindful of our own wellness and mental health. Emphasis in this workshop will be on tools borrowed from counseling and consulting that Ed Developers can apply in this work including needs assessing, active listening, Motivational Interviewing, and managing the emotions of faculty and themselves.
<i>Evaluation of Teaching: Guiding Your Institution in Best Practices (CR)</i>	Facilitators: Aytac Gogus and Taimi Olsen	Academic departments are sometimes unequipped—lacking training and resources—to do peer evaluations of teaching or to effectively provide feedback to their faculty. Additionally, evaluation should be done using multiple modes and multiple lenses. So

		<p>how can we advocate for this more holistic and equitable evaluation of teaching that provides formative feedback for continued improvement? In this session, we will address how educational developers, individually or as part of a center, can provide programming and resources to promote and support departmental adoption of better methods of evaluating instruction. Participants will compare institutional cultures and practices, discuss briefly the literature on peer evaluations, as well as some national resources. We will work with some examples of institutional approaches to teaching evaluation.</p>
<p><i>Keeping Up with Developments in the Field of Educational Development (LL)</i></p>	<p>Facilitators: Lindsay Doukopoulos and Ania Kowlik</p>	<p>As your professional identity shifts from educator to educational developer, you will need a new set of approaches to succeed in this new role. We will explore questions such as How do we find the resources and make the time to stay current in the field? How can we connect to new information, discuss the salience of that information with others, and decide what information is essential to our work? And why does it matter? We will reflect on where we are and how we want to grow. You will leave with a concrete plan to support your learning.</p>
<p>Concurrent Sessions: 4:00 pm-5:00 pm EDT</p>		
<p><i>One on One Consultations</i></p>	<p>Meet with one of our session faculty during a private 30-minute zoom meeting. During this time you will be able to ask questions, get advice and follow up on their session. Consultation spots are limited and registration is required.</p>	
<p><i>Unpacking Foundational Knowledge Q&A</i></p>	<p>Have any of the asynchronous sessions you’ve watched piqued your interest? Or maybe you have questions about some of the content in the asynchronous materials. Here’s your opportunity to get your questions answered or continue</p>	

	the conversation with the creators of the asynchronous sessions made available on July 1.
<i>Networking</i>	Join your colleagues and the INED faculty for an opportunity to get to know each other better and continue the conversations you've had throughout the day. Today, you can also meet representatives from a variety of POD Affinity Groups to learn more about opportunities for connection, mentoring, leadership, and community.

DAY 3 PROGRAM

Day 3: Wednesday, July 31, 2024

Concurrent Sessions: 11:00 am-12:15 pm EDT

<p><i>The Basics: Crafting Impactful Experiences: A Journey Through Human-Centered Workshop Design & Facilitation (A&I)</i></p>	<p>Facilitators: Julia Metzker and Kristi Rudenga</p>	<p>In this session we will embark on a journey through human-centered design to craft workshops that captivate, inspire, and drive meaningful change. Through hands-on activities and guided exercises, you'll harness the power of empathy mapping to deeply understand participant needs. Equipped with "how might we" questions tailored to your audience, you'll brainstorm creative activities that engage and energize attendees to create a workshop timeline and facilitation plan.</p>
<p><i>The Basics: Deep and Effective Consultation Practices (A&I)</i></p>	<p>Facilitators: Cynthia Korpan and Allison Boye</p>	<p>Are you curious about how to successfully conduct consultations with instructors? Consultation can be a major component of an educational developer's work. In this session we will guide you in a well-known model that promotes deep and effective communication and listening skills, such as asking powerful questions that prompts instructor reflection and a mutual understanding of their needs, that ultimately leads to action. You will leave this session with concrete strategies that you can implement immediately.</p>
<p><i>The Basics: Classroom Observations and SGID (A&I)</i></p>	<p>Facilitators: Isabeau Iqbal and Taimi Olsen</p>	<p>Join us to deepen understanding of these core educational development practices. In this session, we will discuss rationales behind Classroom Observations and Small Group Instructional Diagnosis (SGID); situate practices in teacher development or teaching evaluation; outline effective processes and methodologies; explore leveraging your existing skills for</p>

		productive observations and SGID; discuss other considerations, such as trust-building, confidentiality, follow-up strategies; and uncover benefits and challenges inherent in these practices. Participants will leave with practical tools and resources, gaining greater insight into how observations and SGID contribute to instructional growth, and building confidence in their ability to conduct successful observation and feedback sessions.
Concurrent Sessions 1:00 pm-2:15 pm EDT		
<i>Managing Team Dynamics Within Your Unit (HD)</i>	Facilitators: Janel Seeley and Kevin Yee	For directors of centers with a staff beyond themselves, by definition there are supervisory and/or team dynamics that need both direct and indirect attention. It's best, of course, to bring intentionality to this part of the work. We'll discuss best practices in not only optimizing the supervisory-employee relationships, but also the equally crucial dynamics within and between team members. Just as with a classroom, the overall environment and atmosphere in a workplace contribute greatly to individual workers' attitudes, productivity, appreciation, and the overall esprit de corps.
<i>Running Centers of One (Or a Few) (A&I)</i>	Facilitators: Christine Rener and Allison Boye	Many institutions have centers staffed with a small crew, perhaps one or two people. How can a small center make a difference on its campus? What is realistic to plan and accomplish, what challenges might this type of center face, and what strategies can be used to increase impact and reach across the institution?
<i>The Journey to Cultivating an Educational Developer Identity (CR)</i>	Facilitators: Peggy Hsieh and Erin Galyen	In this workshop, participants will reflect on their roles and contributions as educational developers and be able to navigate the various roles and

		responsibilities at their institutions. The discussions will also emphasize the importance of promoting our work and contributions in support of educational developers' personal and professional growth as reflective practitioners.
Concurrent Sessions: 2:30 pm-3:45 pm EDT		
<i>Supporting Diverse Constituencies on Campus (HD)</i>	Facilitators: Heeyoung Kim and Ellen Moll	Most centers are central services that provide guidance and support to a wide range of disciplines as well as diverse communities and identities. In addition, we serve faculty at all ranks, including teaching assistants, part-time faculty, full-time and tenured faculty. Finally, we collaborate with and report to administrative units, senior administration, and chairs who rely on our services to support their initiatives. How do we serve these diverse constituencies effectively? How do we go about understanding their needs and the best way to support them? What particular strategies are effective in reaching each of these constituents?
<i>Beyond the Choir: Navigating Skeptics and Cynics in Your Faculty Development Role (HD)</i>	Facilitators: Julie Phillips and Rosemary Tyrrell	We often complain that we are preaching to the choir—faculty who already hold beliefs that align with what we espouse as educational developers. Working with those who are not in the choir, who may resist our suggestions for change because they believe that we are coddling students, lowering standards, or that what we are suggesting will not work in their context, takes intentional planning and messaging. We may also have faculty try new teaching strategies or technologies, only to report that they have failed. How do we, as developers, prepare for and execute initiatives that influence skeptics and encourage discouraged faculty who may be reticent to try again?

<i>AI and Education (LL)</i>	Facilitator: Stacy Ybarra	AI has become the new possible disruptor in the educational space. What are some ways for addressing AI in the classroom with our faculty and our students through course design and tools by subject? How do we support our faculty to become familiar with the capabilities of AI, and make decisions about their assessments that may be vulnerable to AI. How can we create resources and programming that support effective and ethical approaches to managing AI in education?
Concurrent Sessions: 4:00 pm-5:00 pm EDT		
<i>One on One Consultations</i>	Meet with one of our session faculty during a private 30-minute zoom meeting. During this time you will be able to ask questions, get advice and follow up on their session. Consultation spots are limited and registration is required.	
<i>Unpacking Foundational Knowledge Q&A</i>	Have any of the asynchronous sessions you've watched piqued your interest? Or maybe you have questions about some of the content in the asynchronous materials. Here's your opportunity to get your questions answered or continue the conversation with the creators of the asynchronous sessions made available on July 1.	
<i>Networking</i>	Join your colleagues and the INED faculty for an opportunity to get to know each other better and continue the conversations you've had throughout the day. Today, you can also meet representatives from a variety of POD's Special Interest Groups (SIGs) to learn more about their mission and how you might get involved.	

DAY 4 PROGRAM

Day 4: Thursday, August 1, 2024

Concurrent Sessions: 11:00 am-12:15 pm EDT

<p><i>The Basics: The Art of Planning and Facilitating Effective Faculty Development Workshops (A&I)</i></p>	<p>Facilitators: Peggy Hsieh and Christine Harrington</p>	<p>During this interactive session, we'll explore the educator developer's role in planning and facilitating (not presenting) workshops. We'll begin with discussions and activities about workshop planning, addressing how to assess faculty needs to determine workshop programming, strategies for recruiting workshop facilitators, supporting facilitators with designing and delivering effective sessions using backward design, and tips for marketing aimed at high faculty participation. Next, we will engage in collaborative conversations about effective facilitation strategies and problem-solve potential challenges. Finally, we'll focus on the importance of assessment plans for continuous improvement and how to provide productive feedback to workshop presenters.</p>
<p><i>The Basics: Effective Consultation Practices for Building Relationships with Educators (A&I)</i></p>	<p>Facilitators: Ellen Moll and Stacy Ybarra</p>	<p>This session will guide participants in effective communication and listening skills, such as asking powerful questions that prompt faculty reflection and a mutual understanding of the client's needs, and ultimately lead to action.</p>
<p><i>The Basics: The Why and How of Classroom Observations and SGIDs (A&I)</i></p>	<p>Facilitators: Patricia Payette and Janel Seeley</p>	<p>Student evaluations are the typical "go to" source for most instructors and institutions in higher education when measuring teaching effectiveness. This session will explain the roles and benefits of course observations, mid-semester feedback, and Small Group Instructional Diagnosis (SGID) when helping faculty create a robust set of teaching evaluation practices. We will share methods and modes for helping</p>

		<p>faculty learn about their own teaching practices through a feedback loop they create in collaboration with educational developers, peers, and students . We will start with theories of formative feedback and best practices in assessing teaching and share tools and resources for your own educational development practice.</p>
<p>Concurrent Sessions 1:00 pm-2:15 pm EDT</p>		
<p><i>Assessing Student Learning at the Course and Program Level (A&I)</i></p>	<p>Facilitators: Karen Skibba and Eric Kaldor</p>	<p>Educational developers support faculty to implement assessments of learning that align with goals, both at the course and at the program level. In this session, we will discuss how educational developers can engage faculty around assessment to improve student learning at both levels. At the course level, we will discuss important kinds of assessment, including diagnostic, formative, summative, and authentic. At the program level, we will review curriculum mapping activities that ensure well-designed, effective programs that meet accreditation standards. You will leave with practical assessment ideas and resources to implement in your own context.</p>
<p><i>Planning a Programming and Event Schedule for Your Center (A&I)</i></p>	<p>Facilitators: Kevin Yee and Amanda Irvin</p>	<p>The core of a center’s offerings is its programming. How do we choose between core pedagogy topics, hot topics/technology, topics by audience (adjuncts, TA’s, new faculty), and topics advocated by our institution? We also need to consider formats, such as cohort-based groups, one-time workshops, or big intensive institutes. Scheduling comes with its own considerations, like how many events to offer, when in a semester (or week) to target, whether events should be spread out or condensed, optimal event</p>

		duration, and even how far out to schedule. Finally, we'll explore logistics like space/registrations, advertising, and incentives.
<i>Beyond the Surface: Identities, Values and Philosophies (HD)</i>	Facilitators: Christian Castro and H. Naomie Nyanungo	Our intersecting identities and varied life experiences shape the beliefs and values that guide our work as educational developers. We recognize that we come to this work from diverse lived experiences and sociocultural realities. In this session, participants will be invited to critically reflect on the unique perspectives that inform their approach to their work and on how their intersecting identities and positionality shape these perspectives. Together, we will navigate the complex interplay of identities, values, and philosophies to become more self-aware, intentional, and self-reflective practitioners. Participants will explore strategies for continuing the practice of self-reflection for professional growth.
Concurrent Sessions: 2:30 pm-3:45 pm EDT		
<i>Understanding the Institutional Context of DEI Programming in Educational Development (HD)</i>	Facilitators: Mathew L. Ouellett and Christine Stanley	Recent Supreme Court rulings and state legislation seem anti-diversity, equity, and inclusion (DEI), even as many in higher education underscore the importance of DEI in achieving a socially just world. As educational developers, how do we engage authentic conversations with each other and our communities (e.g., colleagues, faculty, staff, and students) in this climate? How do we promote DEI-related programs for teaching and learning? And, how can we better understand the roles of institutional culture and the POD Network in such efforts? This session will explore these questions through active

		strategies for reflection, active listening, and action making plans.
<i>The Role of Center Assessment in Evolving & Growing Your Center’s Mission (LL)</i>	Facilitators: Thomas Tobin and Heeyoung Kim	Are you wondering how to share the good work of your center with the rest of your campus? Join our workshop, where you’ll encounter and practice needs assessment, outcome planning, finding sources of information, and how to share all of it with your leaders and colleagues. You will take away assessment approaches and a resource kit that support a mix of narrative, data-driven, and advocacy frames.
<i>Navigating Change for Educational Developers and for Faculty (LL)</i>	Facilitators: Christine Rener and Amanda Irvin	Our institutions are constantly changing and the pace of change since 2020 has seemed to only increase. From virtual learning to budget cuts to AI, many of these changes are rapid and have the potential to profoundly alter our work. How can educational developers prepare for and respond to unanticipated issues? How can we help faculty do the same? In this session, we will explore guiding principles to help us to navigate upheaval and rapid change, and keep ourselves and our faculty focused on supporting student achievement of learning goals. You will take away assessment approaches and a resource kit that support a mix of narrative, data-driven, and advocacy frames.
Mini Anchor Session: 4:00 pm-5:00 pm EDT		
<i>Leading Self: Amplifying Reflective Practice in Educational Leadership (CR)</i>	Presented by: Carl S. Moore	“Leading Self: Amplifying Reflective Practice in Educational Leadership,” invites educational developers to reconceptualize reflective practice as a cornerstone of effective leadership, including self-leadership. By integrating principles from positive psychology and

		<p>positive intelligence, we'll explore how educators can harness reflective practices not only to enhance their teaching but to foster leadership within themselves and their learning environments. Participants will leave with practical strategies for cultivating self-awareness, resilience, and a leadership mindset, regardless of formal roles. Emphasizing self-mastery through reflective practice, the session affirms the potential for leadership in all educational developers, positioning reflective practice as a vital tool for personal and professional transformation.</p>
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