
 ACTIVE MEMBERSHIPS

Canadian Society for the Study of Education (CSSE)	2008–Present
American Educational Research Association (AERA)	2011–Present
International Association for Relational Psychoanalysis & Psychotherapy (IARPP)	2013–Present
American Psychological Association (APA)	
Society for Psychoanalysis and Psychoanalytic Psychology (Division 39)	2016–Present
Neuropsychanalysis Association (NPSA)	2018–Present
International Society for the Psychoanalytic Study of Organisations (ISPSO)	2019–Present

 SCHOLARLY PUBLICATIONS

D'Amour, L. (2019). *Relational psychoanalysis at the heart of teaching and learning: How and why it matters*. UK: Routledge.

D'Amour, L. & Markides, J. (2017). Identities of exceptionality: The giving and making of selves in the eye of expectation's storm. In Lyle, E.R. (Ed.), *At the intersection of selves and subject: Exploring the curricular landscape of identity* (pp. 133–142). Rotterdam, The Netherlands: Sense Publishing.

Thom, J.S., **D'Amour, L.**, Preciado-Babb, A.P., & Davis, B. (2015) Spatial knowing, doing, and being. In the Spatial Reasoning Study Group (SRSG). *Spatial reasoning in the early years: Principles, assertions and speculations* (pp. 63–82). UK: Routledge.

D'Amour, L., Kahn, S., Davis, B., & Metz, M. (2014). Being well with mathematics-for-teaching (M4T): It's about knowing. In Preciado-Babb, A.P., Solares Rojas, A., & Francis, K. (Eds.), *What, how and why: An International conversation on mathematics teacher learning* (pp. 23–42). Mexico, Mexico: Universidad Pedagógica Nacional.

Davis, B., Sumara, D., & **D'Amour, L.** (2012). Understanding school districts as learning systems: Some lessons from three cases of complex transformation. *Journal of Educational Change*, 13(3): 373–399.

D'Amour, L. (2010). Shifting associations: Mind, mathematics, and culture. In M. F. Pinto & T.F. Kawasaki (Eds.), *Proceedings of the 34th Conference of the International Group for the Psychology of Mathematics Education*, 2: 289–296. Belo Horizonte, Brazil: PME.

D'Amour, L. (2009). Unit 6: Geometry and measurement. In Reiger, A. (Ed.), *Math Makes Sense, Grade 6 (WNCP ed., pp. 198–243)*. Toronto, ON: Pearson Education Canada.

***Howes, L.** with Mazurek, K. (2006). Ethical naturalism and education: A primer and exploration. *Gumanizacija Obrazovanja . (Russian-Humanization of Education) 1, 81–100*.

Mrazek, R. & **Howes, L.** (2004). Illusions of Change in Science Education. *Gumanizacija Obrazovanja . (Russian-Humanization of Education), 1, 113–134*.

Alberta Learning. (2004, August). *Mathematics Indicators: Grades 7-8-9*. Edmonton, AB: Author. [As **Lissa Howes**, member of collaborating author-team].
<https://archive.org/details/mathindicatorsg78904albe/mode/2up>

Howes, L. (2003). *District program review: Model & foundational work*. Med Hat, AB: MHSD #76.

* Note: Name change from Howes to D'Amour, October 2006

RESEARCH EXPERIENCE

- Principal Investigator: A critical ethnography of teaching practice** 2015–16
Participatory ethnography in mathematics teaching: “How does practice make sense of the circumstances of teaching and the emotional-intellectual biographies of teachers as learners?”
- Principal Investigator: Developing pedagogical content knowledge in math** 2013–14
The effects of sustained & supported critical engagement with high quality curricular resources on teachers’ dispositions, pedagogical content knowledge, and habits in mathematics teaching and learning, and on their students’ attitudes, understandings, and achievement in mathematics.”
- Graduate research assistant** to Drs. Brent Davis and Dennis Sumara 2009
Assisted in AB Learning-commissioned study of Alberta Initiative for School Improvement.
- Graduate research assistant** to Dr. Richard Mrazek 2004
Developed position paper in science education, for the Science Council of Alberta.

LEADERSHIP EXPERIENCE

- Co-Coordinator/Developer**, Master’s interdisciplinary program, U of Calgary 2017–18
4-course suite: Teaching and Learning Mathematics
<https://werkklund.ucalgary.ca/gpe/teaching-learning-mathematics>.
- Director**, Early Mathematics Initiative (Math Minds), University of Calgary 2012–14
Developed 5-year strategic plan for Dr. Brent Davis, Research Chair.
Liaised with representatives from collaborating sectors (school district, non-profit, & funder).
Directed and collaborated with postdoctoral fellows and participant-teachers at the research site.
- Coordinator/Developer**, Master’s interdisciplinary program, University of Calgary 2013–14
4-course suite: Research and Practice in Mathematics Education, Elementary Focus.
- Interim Director**, Curriculum Coordination and Program Planning 2013–14
Supported implementation of new B.Ed. program.
- Conference Co-chair** (with Preciado-Babb, A. P.) 2011
Mathematics Education Graduate-Students’ Association (MEGA) International Conference.
Jointly hosted by University of British Columbia & Simon Fraser University at UBC.
- District Consultant**, Medicine Hat School District 76, secondment 2003
Designed district program review for implementation in ensuing school year.

TEACHING EXPERIENCE

- Instructor, Queen’s University, ON** Summer 2020
Critical and Creative Thinking (Professional Master of Education – online)
- Instructor, University of Calgary, AB** 2011–2017
- Graduate Courses*
Collaboratory of Practice – Thesis Development and Refinement; Embodied Cognition in Math Learning; Math Education: Evolutionary Perspectives; Introduction to Math Educational Research; Designing Tasks for the Math Classroom
- Undergraduate Courses*
Individual Learning – Theories and Applications: Plenary lecturer, Lab coordinator, Guest lecturer, and Course consultant (across several course iterations); Pragmatics of Teaching; Seminar in Issues in Learning and Teaching; Field Experience I and II; Science Specialization II; STEM (Science, Technology, Engineering, and Math) Education; Integration Seminar for Math Specialists

Teaching Assistant to Brent Davis, University of British Columbia, BC	2008–11
<i>Graduate Courses:</i> Mathematics Education Research; Mathematics for Teaching	
<i>Undergraduate Courses:</i> Principles of Teaching (4 iterations over 2 years)	
Instructor, University of Alberta at Medicine Hat College, AB	2006–08
<i>Undergraduate Courses</i>	
Communication through Mathematics; Issues in Elementary Mathematics Education;	
Mathematical Literacy for the 21 st Century	
Instructor, University of Lethbridge, AB	2004–05
<i>Undergraduate Courses</i>	
Orientation to Teaching; Evaluation of Learning; Seminar in Teaching; Mathematics	
Curriculum and Instruction (elementary & secondary); Field Experience supervision, Professional Semester II	
Teacher, Alberta, K–12	1978–1982, 1988–2008 (Full- & Part-time)
Math, Science, Health, French, Spanish, Computer Programming, Visual Com, Phys Ed, Art	
Medicine Hat School District 76, (Gr. 7–12)	10 yrs
Centre for Academic and Personal Excellence, Medicine Hat Charter School, (Gr. 1–9)	6 yrs
French immersion, Homeschooling parent (Gr. 3–6)	2.5 yrs
Montessori Pre-school (during headmaster's illness – unpaid position)	0.5 yrs
Lethbridge School District 51, (Gr. 7–12)	1.5 yrs

CONFERENCE AND SYMPOSIUM PRESENTATIONS

- D'Amour, L.** (2017, June). *Supporting relationships in mathematics*. Presentation at 3rd Werklund Symposium: Emerging Insights into Mathematics Education, University of Calgary, AB.
- D'Amour, L.** (2017, May). *Relational mutuality: Implications for curriculum theory*. Roundtable paper presentation at American Education Research Association (AERA) Annual Meeting, San Antonio, TX.
- D'Amour, L.** (2017, February). *Don't count me out: A meditation on learner and teacher abandonments*. Presentation at Provoking Curriculum Conference, Montreal, QC.
- D'Amour, L.**, Blake, S., Dunseith, N., MacDonald, J., Markides, J. & Markides, D. (2016, August). *From critical capacity-building spaces, through shared engagement, to collaborative research: Partnering paths laid in walking*. Presentation at Partner Research School Conference, Calgary, AB.
- D'Amour, L.** & Frank, J. (2016, August). *Supporting relationships: Teacher attachment and the subjects and objects of learning*. Presentation at Partner Research School Conference, Calgary, AB.
- Francis, K., Gereluk, D., **D'Amour, L.**, Cockett, P., Last, S., & Sengupta, P. (2016, May). *Collaborative designing and implementing a STEM education course*. Presentation at the 44th Conference of the Canadian Society for the Study of Education (CSSE), Calgary, AB.
- D'Amour, L.** (2016, May). *Classroom management and domination*. Presentation at Rouge Conference: Teaching for Democracy and Justice in an Age of Inequality, Calgary, AB.
- D'Amour, L.** & Markides, J. (2016, April). *Supporting & leading from the inside-out: Negotiating fit between teacher identity, best practices, & schooling circumstance*. Research presented at uLead 2016 Annual Summit of Educational Leadership, Banff, AB.
- D'Amour, L.** (2016, April). *An uneasy fit: Teacher identity, best practices, public expectation, and schooling circumstance*. Research presented at 100th Annual AERA Meeting, Washington, DC.
- D'Amour, L.** (2014, May). *Addressing anxiety through mathematics*. Doctoral research presented to Canadian Mathematics Education Study Group (CMESG), Edmonton, AB.

- D'Amour, L.** (2014, July). *From demanding performances to giving audience*. Research presented at The Learner Conference, New York, NY.
- Drefs, M. & **D'Amour, L.** (2014, July). *The application of ambiguous figures to mathematics: In search of the spatial components of number*. Poster presented at the Psychology of Mathematics Education (PME) Conference in Vancouver, BC.
- D'Amour, L.** (2012, December). *Complicating the conversation about anxiety*. “Brown bag” presentation, University of Calgary, Calgary, AB.
- D'Amour, L.** (2012, May). *Confluence and connection: Teaching as provoking and supporting learners*. “Brown bag” presentation, University of Calgary, Calgary, AB.
- D'Amour, L.** (2011, June). *Toward a phenomenology of trust for teaching and learning*. Presentation at CSSE conference. Fredericton, NB: University of New Brunswick.
- D'Amour, L.** (2011, February). *Trust as Commodity: Exploring the interplay of trust and control in teaching and learning*. Paper presented at the Mathematics Education Graduate-Students' Association (MEGA) conference at UBC, Vancouver, BC.
- D'Amour, L.** (2010, July). *Shifting associations: Mind, mathematics, and culture*. Paper presented at the Psychology of Mathematics Education (PME) Conference in Belo Horizonte, Brazil.
- D'Amour, L.** (2010, April). *Trust in the middle*. Presentation for the Education in Curriculum & Pedagogy (EDCP) Graduate Student Research Symposium at UBC, Vancouver, BC.
- D'Amour, L.** (2010, April). *Shifting mathematical habits*. Presentation for the *EDCP* Graduate Student Research Symposium at UBC, Vancouver, BC.
- D'Amour, L.** (2010, February). *Working Middle*. Paper presented at the MEGA conference, University of Calgary, AB. <https://www.ucalgary.ca/MEGA/node/17>

PROFESSIONAL DEVELOPMENT WORKSHOPS FOR TEACHERS

- “Together in mathematics: A workshop for the teachers of Evergreen School.” Calgary Board of Education, Calgary, AB. (April 2018)
- “Why what works works: A Learning Event for Tutors.” Calgary Libraries. (January 2014).
- “Math learning: Where is the body?” Presentation for Calgary Catholic School District (CSSD) professional development day. Calgary, AB. (December 2013)
- “A view through the learning sciences: Occasioning sense-making: ‘huh?’ & ‘a-ha!’ moments.” Presentation to Regina & Area District Consultants. Regina, SK. (February 2013)
- “Anxiety, ambiguity, & agency in learners.” Presentation for CSSD professional development day. Calgary, AB. (February 2013)

Early Mathematics Initiative: Half-day teacher workshops at CSSD Research School. March 2013 – April 2014 (with M. Metz, S. Sabbaghan, S. Khan, K. Meyer, & M. J. Moreau)

- Stories of shifting practice. Chrono-mapping lesson videos. Curriculum & innovation.
- Scaling up to a demonstration school: Emerging protocols for lesson viewing.
- Concept study and from concept study to lesson study.
- Working with a wide gap: Participatory cultures, & conceptual continuity across the grades.
- Consolidating learning and planning forward: Small group sessions.
- Using technology; From implementation to improvisation; Journaling; & Ways of varying tasks.

Variation theory in action: Surprises and significant moments in the classroom; Video-viewing: The parsing and pacing of a lesson; and Structuring reflections.

Systematic recursion: Expanding the example space – bonus questions (extrapolating) & scaffolding (interpolating).

Motivation & making sense of patterns through micro-successes.

Getting to know the Math resources: What matters here?

Pedagogical principles for prompting success.

Taking stock & moving forward: Anxiety, sense-making, & the critical use of resources.

LEADERSHIP & PROFESSIONAL CONTRIBUTIONS as PRACTICING TEACHER

Alberta Initiative for School Improvement (AIS) at Alexander Junior High School,
 Team facilitator: (2007–08) Assessment for Critical Thinking;
 Lead Teacher: (2005–06) Curriculum integration; (2000–01) Differentiated instruction

*Howes, L. (2006, October). *Mathematics, language, and culture*. Presentation at the Mathematics Council of the Alberta Teachers' Association (MCATA) Conference 2006. Pathways to Understanding. Jasper, AB.

Howes, L. (2005, November). *Approaching proportional reasoning with the junior high student in mind*. Presentation at MCATA Conference 2005. *Mathematics for Teaching*. Edmonton, AB.

Howes, L. (2005, March & 2004, October). Math workshops, Sunnyside School, Lethbridge, AB.

Howes, L. (2003, March). Technology to support student learning. Workshop presentation for Medicine Hat School District 76, Medicine Hat, AB.

Howes, L. (2003, June). Framing the District program review. Presentation at the MHSD76 School Board and Administrative Personnel annual retreat. Cypress Hills, SK.

Howes, L. & Haney, D. (2002, February & 2001, October). Safe and Caring Schools half-day workshops: Parts 1 & 2. MDS76, Medicine Hat, AB.

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