

CAMERON CRAIG MONTGOMERY, Ph.D.
Executive Leader, Educator and Researcher in Learning

2

6164 Ravine Way
Ottawa, ON
K1C 7E9

Email: montgomerycameron@hotmail.com
Tel: 613. 866. 8497

a. PROFILE

My work bridges educational leadership, research on stress and learning, and high-performance practice to strengthen leadership across academic and applied settings. With experience spanning universities, government systems, and athlete development, I bring a distinctive, systems-oriented lens to leadership challenges. I thrive in working with partners to co-construct goals and translate evidence into practice, supporting measurable improvements in learning, performance, and well-being.

b. EDUCATION AND LANGUAGES

Bilingual scholar with advanced academic training and a substantial publication record in French:

Degrees:

Laval University, Quebec City, Quebec

- Ph.D., Educational Psychology, 2001

Dissertation: Student teacher stress and social problem-solving.

- M.A., Educational Psychology, 1998

Thesis: Student teachers' conceptions of teaching and professional motivation.

American University, Washington DC

- B.A., English Literature and Secondary Education, 1994

Palm Beach Community College, West Palm Beach Florida

- A.A., Liberal Arts Degree, 1992

Languages:

- Fluently multilingual, written and spoken in French, Spanish, Italian and German

c. CURRENT EMPLOYMENT

2024-present

Managing Consultant and Founder, TopSpin Logic

- Delivers athlete training and high-performance development initiatives
- Leads planning and execution of competitive tournaments, school programs, and junior team events
- Served in community board roles contributing to provincial and local sport associations
- Collaborated with La Cité collégiale to support its francophone research and program agenda

d. PROVINCIAL LEADERSHIP APPOINTMENTS IN EDUCATION

2019 – 2024

Chairman of the Board and the Education Quality Accountability Office (EQAO)

*appointed by the Office of the Premier of Ontario and the Ministry of Education

1. Provided strategic direction and oversight for the digitization, modernization, and administration of all EQAO assessments (Grades 3, 6, and 9)
2. Supported system-wide innovation in assessment during the COVID-19 pandemic by advancing the digitization of provincial testing, including the coordination of an optional field test ($n = 30,000$) of a digital assessment platform.
3. Supported operations with strategic oversight to increase research output by eighty percent.
4. Lead the recruitment and hiring of a Chief Executive Officer (CEO), Chief Executive Equity and Accountability Officer (CEAO) and Executive Assistant (EA) to the EQAO Board of Directors.
5. Increased regular board meetings from four per year to six and limited to two-hours to respect the commitment of the members and facilitate effective dialogue.
6. Adopted a new agenda framework (consent agenda) to focus the board on the three modern modes of governance: strategic, fiduciary, and generative.
7. Acted as primary spokesperson for the agency.
8. Updated and recruited membership board enhancing equity, diversity, and inclusion.
9. Created committees to set policy and oversights of strategic priorities: 1. Data analytics, reporting and communications; 2. Governance and executive committee.

CAMERON CRAIG MONTGOMERY, Ph.D.
Executive Leader, Educator and Researcher in Learning

2

6164 Ravine Way
Ottawa, ON
K1C 7E9

Email: montgomerycameron@hotmail.com
Tel: 613. 866. 8497

10. Led province-wide stakeholder engagement with all school boards, trustees, and Board chairs to support alignment, communication, and implementation of provincial education initiatives.
11. Advised on strategic policy direction for the agency with the Minister.
12. Ensured timely communications with the Minister regarding any issues or events that may concern or can reasonably be expected to concern the Minister in the exercise of his/her responsibilities relating to the agency,
13. Consulted with the Minister in advance regarding any activity which may have an impact on the government and ministry's policies, directives or procedures, or on the agency's mandate, powers or responsibilities as set out in the agency's constituting instrument.
14. Reported to Ministry on the agency's activities within agreed upon timelines, including an annual letter confirming the agency's compliance with all applicable legislation, directives, and accounting and financial policies.
15. Ensured that the agency operates within its approved budget allocation in fulfilling its mandate, and that public funds are used for the purpose intended with integrity and honesty.
16. Submitted and led the co-design of the agency's business plan, budget, annual report and financial reports, on behalf of the board, to the Minister in accordance with the timelines specified in the applicable TB/MBC and government directives, and Appendix 1 of this MOU.
17. Ensured that appropriate management systems are in place (financial, information technology, human resources) for the effective administration of the agency.
18. Evaluated the performance of the CEO in consultation with the board and pursuant to performance criteria established by the board and the Chair.

2016-2017

Educational Psychologist

Government of Ontario | Ministry of Education | Centre Jules Leger

- Counselling 28 elementary and high school students with learning disabilities.
- Counselling 8 deaf students and 1 visually impaired student.
- Worked with students, teachers, and parents to enhance and respond to the student's psychosocial learning needs, coping skills and adaptation progress.
- Conducted professional development workshops with teachers to train them on common childhood learning disorders and how to respond to those challenges through teaching.

NEXT PAGE ...

6164 Ravine Way
 Ottawa, ON
 K1C 7E9

Email: montgomerycameron@hotmail.com
 Tel: 613. 866. 8497

e. ACADEMIC APPPOINTMENTS

Years	University Faculty	Role and Responsibilities
2003-2017	Faculty of Education, University of Ottawa	<p>Assistant Professor of Education:</p> <ul style="list-style-type: none"> ○ Undergraduate and graduate training of teachers in French language program ○ Graduate student’s thesis supervision ○ Research and knowledge translation ○ Committee work (internal and external) ○ student teaching supervision ○ Designed and revised course curricula to align with current research and policy developments ○ Integrated applied learning and systems thinking into graduate-level instruction ○ Supervised student research projects and professional inquiry work ○ Contributed to program development and curriculum alignment initiatives ○ Supported interdisciplinary teaching across education and leadership domains
2001-2003	Faculty of Education, University of Alberta (Saint Jean Campus)	<p>Assistant Professor of Education</p> <ul style="list-style-type: none"> ○ Undergraduate and graduate teaching

		<ul style="list-style-type: none"> ○ Graduate student's thesis supervision ○ Research agenda and output (dissemination) ○ Committee work (internal and external)
--	--	---

Years	University Faculty	Role and Responsibilities
2001-2003	Faculty of Education, University of Alberta (Saint Jean Campus)	Assistant Professor of Education <ul style="list-style-type: none"> ○ Undergraduate and graduate teaching ○ Graduate student's thesis supervision ○ Research agenda and output (dissemination) ○ Committee work (internal and external)
2008-2017	Faculty of Medicine, University of Ottawa (Centre d'appui pédagogique en santé pour la francophonie)	Senior Member and Consultant: <ul style="list-style-type: none"> ○ Supported health professionals with teaching and research
2014-2017	Montfort Hospital Research Unit (Mental Health)	Affiliate Scientist: <ul style="list-style-type: none"> ○ Contributor to peer reviewed articles and presented at conferences

f. COURSES TAUGHT

*please note that course titles have been translated from French to English

Masters' Courses	Undergraduate Courses
<ul style="list-style-type: none"> ● Introduction to Research ● Theories and Models of Learning ● Development of Personality in the School ● Evaluation of Learning ● Educational Psychology in infancy and childhood 	<ul style="list-style-type: none"> ● Classroom Management ● Learning Theory and Evaluation ● The Teaching Relationship ● Special Education

6164 Ravine Way
Ottawa, ON
K1C 7E9

Email: montgomerycameron@hotmail.com
Tel: 613. 866. 8497

g. PUBLICATIONS

Life-time summary (count) according to the following categories:

Books authored.....	-
Books edited.....	-
Chapters in books.....	-
Papers in progress.....	-
Papers submitted.....	-
Papers in refereed journals.....	27
Papers in refereed conference proceedings.....	9
Peer-reviewed conference presentations.....	42
Major invited contributions and/or technical reports.....	30
Abstracts and/or papers read.....	-
Scholarly commentary in professional Periodicals.....	8
Invited professional presentations.....	12

Peer Reviewed Articles:

1. Youmans, A., Hawes, Z., Merkley, R., Gunning, S., Savelson, Z., Chisholm, L., Collins, M., Black, C., Godden, L., **Montgomery, C.**, Tellos, A., & Lacelle, K. (2025). Co-constructing professional development: A framework for fostering educators' professional growth. *Canadian Journal of Science, Mathematics, and Technology Education*. doi.org/10.1007/s42330-025-00374-0
2. Gallito, E. & **Montgomery, C.** (2022). Franco-Ontarian Stress and Linguistic Vitality. *Linguistic Minorities and Society*. Issue # 18, 159-178.
3. **Montgomery, C.** (2017). Evolution of an Overarching Theoretical-Empirical Model of Educator Stress, Coping and Burnout. *Educator stress: an occupational health perspective*. Springer.
4. **Montgomery, C.** MacFarlane, L., Trumpower, D & Lloyd, R. (2012). Student Teacher Stress and Physical Exercise. Ontario Education Research Exchange (OERE). <http://oere.oise.utoronto.ca/>.

5. **Montgomery, C.** (2012). A literature review and analysis of adolescent stress and coping. Ontario Education Research Exchange (OERE). <http://oere.oise.utoronto.ca/>
6. MacFarlane, L (50%) & **Montgomery, C.** (50%), (2010). Influencing the Mind Through Body: A Theoretical Model for Coping with Student Teacher Stress Through Physical Exercise. Journal of Cognitive Education and Psychology, 9(2), p. 183-197.
7. **Montgomery, C.**, (75%), Demers, S. (15%) & Morin, Y. (10%), (2010). Francophone Student Teachers' Stress, Coping and Burnout/Le stress, les stratégies d'adaptation et l'épuisement professionnel chez les stagiaires francophones en enseignement. Canadian Journal of Education. 33(4), p.761-803.
8. **Montgomery, C.**, (75%), Demers, S. (15%) & Morin, Y. (10%), (2010). Francophone University Professors' Stress, Coping, Locus of control and Burnout/ Le stress, l'épuisement professionnel, le locus de contrôle et les stratégies d'adaptation au stress chez les professeurs universitaires francophones. Canadian Journal of Higher Education. 40(1), p. 69-99.
9. **Montgomery, C.** (accepted article in discontinued Journal). A Model for Exploring the Diverse Causes and Effects of Stress in Educators. Options (University Teacher Center/centre de pédagogie universitaire, Université d'Ottawa). 12 pages.
10. **Montgomery, C.** (80%) & Alem, J. (20%), (2008). Epidemiology and Risk Factors in Children with Attention Deficit Hyperactivity Disorder/L'épidémiologie et les facteurs de risque chez les enfants atteints du trouble déficitaire d'attention avec ou sans hyperactivité. Published in «Pathologies humaines et déficit du développement : Approches pluridisciplinaires. » Direction (AOT Ahami), 277 pages. ISBN : 978-9954-1-5864-2. p.77-88.
11. **Montgomery, C.** (50%), Moreau, A. (40%) & Morin, Y. (10%), (2008). Attention Deficit Hyperactivity Disorder and Mood Disorders: A Literature Review/Trouble déficitaire de l'attention avec ou sans hyperactivité et troubles de l'humeur chez les enfants et les adolescents : recension des écrits. Quebec Journal of Psychology. 29(1), p. 233-258.
12. **Montgomery, C.** (2007). Strong and Weak Student Teachers' Analytical Discourse/Discours réflexifs des stagiaires forts et faibles en enseignement. Nouveaux cahiers de recherche en éducation. 10(2), p. 89-109.
13. **Montgomery, C.** (2007). Stress and Social Problem Solving: Two Francophone Teaching Contexts/Stress et résolution de problèmes sociaux : deux contextes

6164 Ravine Way
Ottawa, ON
K1C 7E9

Email: montgomerycameron@hotmail.com
Tel: 613. 866. 8497

- d'enseignement francophones. Nouveaux cahiers de recherche en éducation, 10(2), p. 111-129.
14. **Montgomery, C.** (50%), Rupp, A. (25%), Langevin, R. (20%) & Spalding, T. (5%). (2007). Social Competence and Problem Behavior Evaluation in Franco-Albertan Children between the Ages of 3 and 6 Years. The Canadian Journal of Infancy and Early Childhood, 9(3), p. 151-165.
15. **Montgomery, C.** (70%) & Spalding, T. (30%), (2005). Anglophone, Francophone and Mixed University Students' Anxiety and Self-Assessments of Linguistical Competence in French and English. Canadian Journal of Higher Education, 35(4), p. 1-26.
16. **Montgomery, C.** (2005). Primary Student Teachers' Internal Experiences/La vivencia interior de las pasantes de la enseñanza primaria. Revista Paradigma. Vol. XXVI, N° 2, p. 163-194.
17. **Montgomery C.** (60%) and Rupp, A. (40%), (2005). A Meta-Analysis for exploring the diverse causes and effects of stress in Teachers. Canadian Journal of Education, 28(3), p. 458-486
18. **Montgomery, C.** (50%), & Melchor-Beaupré. R. (50%), (2004). Stress and Social Problem Solving: Another Wonderful Symbiosis. Journal of Cognitive Education and Psychology, 4(1), p. 87-111.
19. **Montgomery, C.** (50%) & Lemaire, M. (50%), (2004). Exogamy and Linguistic Assimilation: A Literature Review/Exogamie et assimilation linguistique : une revue de la littérature. Revue électronique en ligne Divers Cité Langues. (<http://www.telug.quebec.ca/diverscite/entree.htm>). Volume 9, 48 p.
20. Poissant, H. (70%) & **Montgomery, C.** (30%), (2004). Attention Deficit and Hyperactivity Disorder (ADHD) and Depression in Children and Adolescents: Implications for Educators and Practitioners. Journal of Cognitive Education and Psychology, 3(3), p. 323-341.
21. **Montgomery, C.** (2004). Student Teacher's Stress and Social Problem Solving Skills. Journal of Cognitive Education and Psychology, 3(3), p. 342-350.

22. Lemaire, M. (75%) & **Montgomery, C.** (25%), (2003). Exogamy and Instructional Language Choice in University Students: six case studies/Exogamie et choix de la langue d'enseignement au niveau universitaire au Canada : six études de cas. *Revue électronique en ligne Divers Cité Langues*. (<http://www.telug.quebec.ca/diverscite/entree.htm>). Volume 8, 41 p.
23. **Montgomery, C.** (50%), Bujold, N. (30%), Bertrand, R. (15%) & Dupuis, F. (5%), (2002). Psychometric functioning of a Measure of Stress and Social Problem Solving in Student Teachers/Étude des caractéristiques psychométriques des indicateurs de stress et de la résolution de problèmes sociaux chez les stagiaires en enseignement. *Canadian Journal of Higher Education*. 32(1), p. 57-90.
24. **Montgomery, C.** (2002). Secondary School Teachers' Feelings of Satisfaction and Dissatisfaction regarding Supervision. *Journal of Critical Inquiry into Curriculum and Instruction*. 4(3), p. 15-22.
25. **Montgomery, C.** (70%), Bujold, N. (30%), (2001). Student Teacher Stress and Social Problem Solving: a literature review/Le stress des stagiaires en enseignement et la résolution de problèmes sociaux : Une revue de la littérature. *RES ACADEMICA*, 19(1 et 2), 97-118.
26. **Montgomery, C.** (50%), Legault, F. (25%), Gauthier, C. (15%) et Bujold, N. (10%), (1999). Secondary Student Teachers conceptions of a good teacher, career choice and personal efficacy/Conceptions du bon enseignant, motifs du choix de carrière et sentiment d'efficacité des étudiantes et des étudiants inscrits à l'enseignement au secondaire. *RES ACADEMICA*. 17(1 et 2), 95-124.
27. **Montgomery, C.** (75%), Kaszap, M. (10%), Legault, F.(10%) et David, K. (5%), (1998). Student Teachers' Satisfaction and Dissatisfaction Regarding their Cooperative Teacher and University supervisor/Les motifs de satisfaction et d'insatisfaction d'étudiantes et d'étudiants en formation initiale à l'égard de l'enseignant et du superviseur. *RES ACADEMICA*. 16(1 et 2), 21-38.

Scholarly Commentary in Professional and Peer Reviewed Periodicals

1. **Montgomery, C.** (2017). **Helpful coping strategies for the stressors in second language learning**. Canadian Parents for French Magazine (CPF).
2. **Montgomery, C.**, Trumpower, D., McMurtry, A., Ghani, S., Daubney, A. & Guerin, E. (July, 2014). Adolescent Stress and Coping: A Meta-Analysis. Ontario Health Promotion E-Bulletin (OHPE).

6164 Ravine Way
Ottawa, ON
K1C 7E9

Email: montgomerycameron@hotmail.com
Tel: 613. 866. 8497

3. **Montgomery, C.** (Spring, 2013). Are Franco-Ontarian educators more likely to feel stressed than their Anglo-Ontarian counterparts? *Impact Bulletin*. Centre for Research on Educational and Community Services (CRECS). University of Ottawa.
4. **Montgomery, C.** (2013). [Student Teacher, Teacher and University Professor Stress and Coping](http://socialsciences.uottawa.ca/crecs/eng/videos_tmw1-6.asp). CRECS 10 minute Window. Vol 1. Number 6: http://socialsciences.uottawa.ca/crecs/eng/videos_tmw1-6.asp.
5. **Montgomery, C.** (nov 7, 2012). Are Franco-Ontarian educators more likely to feel stressed than their Anglo-Ontarian counterparts? *Gazette Bulletin*. University of Ottawa.
6. **Montgomery, C.** (2011). « Janot-Bergugnat, L. et Rasclé, N. (2008). *Le stress des enseignants*. Paris, France : Armand Colin. Revue des sciences de l'éducation.
7. **Montgomery, C.** (2002). Student Teachers' Stress and Social Problem-Solving Skills. Journal of Cognitive Education and Psychology. 2(3), 313.
8. **Montgomery, C.** (2002). Le stress et la résolution de problèmes sociaux, Compte rendu de thèse de doctorat sous forme d'articles scientifiques. Bulletin trimestriel, Centre de recherche inter universitaire sur la formation et sur la profession enseignante (CRIFPE), p. 20.

Peer reviewed conference proceedings:

1. **Montgomery, C., Montgomery, N. & Potra, C.** (February, 2015). Evaluation of the "Let's Talk: Finding Reliable Mental Health Information and Resources" Pilot Program for grades 7 and 8 Students in three Ontarian Schools and One Independent School in Quebec. Conference proceedings of the "Association for Educational Communications and Technology (AECT)." Pages 152-158. Jacksonville, Florida, USA.
2. **Montgomery, C., (70%), Trumpower, D., (15%), McMurtry, A., (5%), Ghani, S. (5%) & Daubney, A. (5%),** (June, 2014). The diverse effects and causes of adolescent stress: a meta-analysis. Conference proceedings of "Women at a Crossroads: Literacy, Leadership, Power and Technology." Orlando, U.S.A.

3. **Montgomery, C.** (February, 2012). Student Teacher Stress and Physical Exercise. Conference proceedings of the “American society of business and social sciences (ASBBS).” Las Vegas, USA.
4. Matte, I. (75%), **Montgomery, C.** (15%) & Demers, S. (10%), (2006). Student Teacher Stress, Coping Strategies and Burnout: preliminary results and psychometric qualities/ Le stress, les mécanismes d’adaptation et l’épuisement professionnel chez les stagiaires en enseignement primaire et secondaire : résultats préliminaires et validation psychométrique. Conference proceedings «l’association internationale de pédagogie universitaire (AIPU). » Tunis, Tunisia, May, 2006.
5. Matte, I. (75%), **Montgomery, C.** (15%) & Demers, S. (10%), (2005). Francophone University Professors’ Stress, Burnout, Locus of Control and Coping Strategies/Le stress, l’épuisement professionnel, le locus de contrôle et les mécanismes d’adaptation au stress chez les professeurs universitaires francophones. Conference proceedings «l’association internationale de pédagogie universitaire (AIPU). » Geneva, Switzerland, September, 2005.
6. **Montgomery, C.**, (50%), Langevin, R. (20%), Rupp, A. (15%) & Spalding, T. (15%), (2005). Franco-Albertan children’s socio-affective profile/Le profil socio-affectif des enfants franco-albertains. Published by « le service de la recherche en éducation (SRED, Genève) ». Conference proceedings «Constructivisme et éducation (II) : Scolariser la petite enfance ? », pages 295-300(2), Geneva, September, 2005.
7. **Montgomery, C.** (50%) & Leonard, C. (50%), (2003). Student Teachers’ Stress and Social Problem Skills in a Minority and Majority Francophone Milieu/Le stress et la résolution de problèmes sociaux chez les étudiants en enseignement en milieu majoritaire et minoritaire francophone : une comparaison entre deux contextes. Conference proceedings «colloque international de l’association francophone internationale de recherche scientifique en éducation (AFIRSE), » organized by UNESCO (<http://www.afirse.net/>), July, 2003.
8. **Montgomery, C. (80%)**, Bujold, N. (10%) & Kaszap, M. (10%), (1999). Student Teacher Stress and Social Problem Solving Skills: a Literature Review and theoretical framework/Les sources de stress des stagiaires en enseignement et l’utilisation de la démarche de résolution de problèmes: une revue de la littérature et une présentation du cadre conceptuel. In J. P. Bécharde & D. Grégoire (Eds.). Conference proceedings « l’Association internationale de pédagogie universitaire (AIPU) », pages 48-58.
9. **Montgomery, C.** (85%) & Legault, F. (15%), (1997). Student Teachers Conceptions of a Good Teacher/Conceptions du bon enseignant chez des étudiantes et des étudiants nouvellement inscrits en formation des maîtres. In E. Boxus, V. Jans, J.-L.

6164 Ravine Way
Ottawa, ON
K1C 7E9

Email: montgomerycameron@hotmail.com
Tel: 613. 866. 8497

Gilles & D. Leclercq (Eds.). Conference proceedings « l'Association internationale de pédagogie universitaire (AIPU) », pages. 787-794.

Peer Reviewed Conference Presentations

1. **Montgomery, C. & Montgomery, N.D.** (May, 2015). Développement des conceptions d'élèves du secondaire suite à la recherche d'informations fiables sur la santé mentale. “Association francophone pour le savoir (ACFAS). Intervenir sur ou influencer le développement.” Rimouski, Quebec, Canada.
2. **Montgomery, C. & Montgomery, N.D** (October, 2014). Evaluation of the “Let’s Talk: Finding Reliable Mental Health Information and Resources” Pilot Program for grades 7 and 8 Students in three Ontarian Schools and One Independent School in Quebec. “Association for Educational Communications and Technology (AECT).” Jacksonville, Florida, USA.
3. **Montgomery, C.** (Feb, 2014). The diverse effects and causes of adolescent stress: a meta-analysis. « Women at a Crossroads: Literacy, Leadership, Power and Technology.» Orlando, U.S.A.
4. **Montgomery, C.** (June, 2013). Franco-Ontarian Adolescents’ stress and sociolinguistic vitality. Childhood sociology. Halifax, Canada.
5. **Montgomery, C.** (February, 2012). Student Teacher Stress and Physical Exercise. « American society of business and social sciences (ASBBS). » Las Vegas, USA.
6. **Montgomery, C.** (April, 2010). The Pedagogical Relationship: Students’ Cognitive and Metacognitive Learning in an Optional Teacher Education Course. Presented at: The third annual AIME day (Academy for Innovation in Medical Education), Ottawa —ON: “*Promoting Research and Innovation in Medical Education*”.

7. **Montgomery, C.** (February, 2010). The Pedagogical Relationship: Students' Cognitive and Metacognitive learning in an Optional Teacher Education Course. Poster presented at: Learning and the Brain. San Francisco, California. USA.
8. **Montgomery, C.** (June, 2009). Learning Processes and Assessment: Students' Learning in a Mandatory Course in Teacher Education (PED 3517: "Learning processes and evaluation"). Presented at: Harnessing Images, Text, and Sound for Education in the Context of Culture, Multimedia, Technology and Cognition HITS for Education: CMTC. University of Prince Edward Island. Supported by the Social Sciences and Humanities Research Council Images, Text and Sound Technology Program and the Canada Foundation for Innovation infrastructure project "Interdisciplinary Research in Culture, Multimedia, Technology and Cognition (CMTC)".
9. **Montgomery, C.** (April, 2009). Learning Processes and Evaluation: students' Learning in a Mandatory Teacher Education Course/Les processus d'apprentissage et d'évaluation : les apprentissages que font les étudiants dans un cours obligatoire au programme de formation à l'enseignement (PED 3517 les processus d'apprentissage et d'évaluation). Presented at: "Research Forum between the University of Ottawa, Laurentian University and the Ontario Ministry of Education", April 29-30, 2009.
10. Wilcox, L., **Montgomery, C.** & Morin, Y. (May, 2007). The Relationship Between Nutrition and Behavioral Problems in Children with Attention Deficit Disorder/Liens entre l'alimentation et les troubles de comportement en milieu scolaire des élèves atteints du trouble déficitaire de l'attention avec hyperactivité. Presented at: The Canadian Society for the Study of Education (CSSE), Saskatoon, Saskatchewan, Canada.
11. Wilcox, L. & **Montgomery, C.** (May, 2006). Attention Deficit Hyperactivity Disorder and Nutrition: a literature review/Le Trouble Déficitaire de l'Attention Avec ou Sans Hyperactivité et la Nutrition : une Recension des Écrits. Poster presented at: The Canadian Society for the Study of Education (CSSE), Toronto, Canada.
12. Matte, I., **Montgomery, C.** & Demers, S. (May, 2006). Student Teacher's Stress, Coping Strategies and Burnout: preliminary results and psychometric characteristics/ Le stress, les mécanismes d'adaptation et l'épuisement professionnel chez les stagiaires en enseignement primaire et secondaire : résultats préliminaires et validation psychométrique. Presented at «L'association internationale de pédagogie universitaire (AIPU) ». Tunis, Tunisia.
13. **Montgomery, C.**, Alem, J. & Poissant. H. (December, 2005). Epidemiology and Risk Factors in Children with Attention Deficit Hyperactivity Disorder: a comparaison between Alberta and Ontario/Étude comparative de l'épidémiologie et

6164 Ravine Way
Ottawa, ON
K1C 7E9

Email: montgomerycameron@hotmail.com
Tel: 613. 866. 8497

- des facteurs de risque associés au déficit de l'attention avec ou sans hyperactivité (TDAH) dans deux provinces canadiennes : l'Alberta et l'Ontario. Presented at: « La 4^{ème} École franco-marocaine de neurosciences comportementales et cognitives (E.F.M.N.C.C) », l'université Ibn Tofail, Kenitra, Morocco.
14. Ait Hamma, K., Ahami, A.O.T., Alem, J., **Montgomery, C.** & Aboussaleh, Y. (December, 2005). The Impact of Exam Anxiety on Student Success/Impact de l'anxiété sur la réussite aux examens chez les étudiants. Presented at : «La 4^{ème} École franco-marocaine de neurosciences comportementales et cognitives (E.F.M.N.C.C) », l'université Ibn Tofail, Kenitra, Morocco.
15. Matte, I., **Montgomery, C.** & Demers, S. (September, 2005). Francophone University Professors' Stress, Burnout, Locus of Control and Coping/Le stress, l'épuisement professionnel, le locus de contrôle et les mécanismes d'adaptation au stress chez les professeurs universitaires francophones. Presented at: «L'association internationale de pédagogie universitaire (AIPU). » Geneva, Switzerland.
16. **Montgomery, C.**, Moreau, A. & George, N. (April, 2005). Attention Deficit Hyperactivity Disorder and Depression: preliminary results/Trouble du déficit de l'attention avec ou sans hyperactivité et la dépression : quelques données. Presented at: «Conférence internationale sur la recherche en éducation en milieu minoritaire de langue française. » CIREM. University of Ottawa.
17. Rupp, A. & **Montgomery, C.** (April, 2005). An Empirical Investigation of the Differential Functioning of Two Measures of Stress Dispositions and Social Problem-solving Characteristics in Subpopulations of Francophone Teacher Education Students in Canada. Presented at: "American Educational Research Association" (AERA). Montréal, Canada.
18. **Montgomery, C.** (March, 2005). Stress and Coping in Education/El estrés y cómo sobrellevarlo en el medio educativo. Presented at: «VI Encuentro internacional y nacional de educación y pensamiento.» Guadalajara, Mexico.
19. **Montgomery, C.** & George, N. (November, 2004). Attention Deficit Hyperactivity Disorder and Depression in children and adolescents: implications for practice/Le trouble déficitaire d'attention avec ou sans hyperactivité (TDAH) et la dépression

- chez les enfants et les adolescents : quelques implications pratiques. Presented at: «Forum national en enfance en difficulté en milieu minoritaire : forum rendez-vous tous azimuts. » University of Ottawa.
- 20. Montgomery, C., & Rupp, A.** (March, 2004). A Meta-Analysis on Stress in Teachers and Student Teachers. Presented at “The international cognitive education conference”, Ponce University, Puerto Rico.
- 21. Montgomery, C., Langevin, R., Rupp, A. & Spalding, T.** (September, 2003). Franco-Albertan Children’s socio-affective profile/Le profil socio-affectif des enfants franco-albertains. Presented at: «Constructivisme et éducation (II) : Scolariser la petite enfance ? ». Geneva, Switzerland.
- 22. Montgomery, C. & Leonard, C.** (mai, 2003). Student Teachers’ Stress and Social Problem Solving Skills: a comparison between a majority and minority Francophone milieu/Le stress et la résolution de problèmes sociaux chez les étudiants en enseignement en milieu majoritaire et minoritaire francophone : une comparaison entre deux contextes. Presented at: «Colloque international de l’association francophone internationale de recherche scientifique en éducation (AFIRSE), organisé conjointement avec le département de l’enseignement supérieur de l’UNESCO et la commission nationale française pour l’UNESCO. »Paris, France.
- 23. Poissant, H., & Montgomery, C.** (March, 2003). Fathers and Mothers of Children with Attention Deficit Hyperactivity Disorder: Family Risk Factors/Les pères et les mères d'enfants présentant un trouble déficitaire de l'attention/hyperactivité (TDA/H) : Étude sur les facteurs de risque dans la famille. Presented at: «Association Québécoise des Troubles de l'Apprentissage (AQETA). »
- 24. Montgomery, C., Poissant, H. & Spalding, T.** (May, 2002). Epidemiology and Risk Factors in Children with Attention Deficit Hyperactivity Disorder: Results from Edmonton/Épidémiologie et facteurs de risque associés au Trouble Déficitaire de l’attention/Hyperactivité (TDA/H) : Données d’Edmonton. Presented at: «Conférence régionale nord-américaine de l’Association internationale pour l’éducation cognitive, » Université du Québec à Montréal.
- 25. Poissant, H., Montgomery, C., Sylvestre C., Lecompte S. & Delisle, J.** (May, 2002). Epidemiology and Risk Factors in Children with Attention Deficit Hyperactivity Disorder: Results from Quebec/Facteurs de risque chez les familles d’enfants présentant un trouble déficitaire de l’attention/hyperactivité (TDAH) : Données québécoises. Presented at «Conférence régionale nord-américaine de l’Association internationale pour l’éducation cognitive, » Université du Québec à Montréal.

6164 Ravine Way
Ottawa, ON
K1C 7E9

Email: montgomerycameron@hotmail.com
Tel: 613. 866. 8497

26. **Montgomery, C.** (May, 2002). Anxiety and Perceptions of Linguistic Competency in Anglophone, Francophone and Mixed Heritage Students in a Minority Francophone Milieu/L'anxiété et la perception de la compétence langagière chez les étudiants anglophones, francophones et mixtes en milieu minoritaire francophone. Presented at: « Association canadienne française pour l'avancement des sciences (ACFAS), » Université Laval.
27. **Montgomery, C.** (May, 2002). Student Teachers' Stress and Social Problem Solving in a Minority Francophone Milieu/Le stress et la résolution de problèmes sociaux chez les étudiants en enseignement en milieu minoritaire francophone. Presented at: « Association internationale de pédagogie universitaire (AIPU), » Louvain-la-Neuve, Belgique.
28. **Montgomery, C.** (May, 2002). Student Teachers' Stress and Social Problem Solving Skills. Société canadienne pour l'étude de l'éducation (SCÉÉ/CAEP), Toronto.
29. Marschner, A. & **Montgomery, C.** (October, 2001). Manifest Anxiety and Linguistic Competency in University Exogamous, Endogamous and Native English Speakers in a Minority Francophone Milieu/L'anxiété latente et la compétence langagière chez les étudiants universitaires exogames, endogames et ceux de langue maternelle anglaise en milieu minoritaire francophone. Presented at: « Société québécoise de recherche en psychologie (SQRP), » Chicoutimi.
30. **Montgomery, C.** (March, 2001). Exogamy and its' implications in Canadian Minority Milieu/L'exogamie et ses implications en milieu minoritaire canadien. Presented at: « Association canadienne-française pour l'avancement des sciences (ACFAS-Alberta), » Edmonton.
31. **Montgomery, C.** (February, 2001). Feelings of Satisfaction and Dissatisfaction of Secondary School Student Teachers regarding Supervision. The Second Advances in Qualitative Methods, Edmonton.
32. **Montgomery, C. & Lemaire, M.** (March, 2001). Exploratory Study of University Students of Exogamous Heritage Studying in French/Étude exploratoire portant sur les motivations des étudiants albertains issus de familles exogames au suivi d'un

- enseignement universitaire en français. Presented at: « Association canadienne-française pour l'avancement des sciences (ACFAS-Alberta), » Edmonton.
- 33.** Gervais, C., Desrosiers, P. & **Montgomery, C.** (April, 2000). Student Teaching, paths of professional development in teachers' college/Les stages, des voies d'insertion professionnelle en cours de formation à l'enseignement. Presented at: « Cinquième biennale internationale des chercheurs et des praticiens de l'éducation et de la formation, »Paris.
- 34.** **Montgomery, C.**, Bujold, N., Bertrand, R. & Dupuis F. (February, 2000). Student Teachers' Stress, Anxiety and Social Problem Solving: a Methodological Instrument Validation/Los indicadores del estrés, de la angustia y la resolución de problemas sociales de los practicantes en educación: una validación de los instrumentos metodológicos. Presented at "2Da Convención Internacional de Educación Superior, (V Taller Internacional sobre Educación Superior y sus Perspectivas)," Cuba.
- 35.** **Montgomery, C.** & Bujold, N. (October, 1999). Student Teachers' Anxiety and Social Problem Solving/L'anxiété et la résolution de problèmes chez les stagiaires en éducation. Presented at: «22^e Congrès annuel de la Société québécoise pour la recherche en psychologie (SQRP), » Québec.
- 36.** **Montgomery, C.**, Bujold, N. & Kaszap, M. (May, 1999). Student Teachers' Sources of Stress and Social Problem Solving: a theoretical framework/Les sources de stress des stagiaires en enseignement et l'utilisation de la démarche de résolution de problèmes : une présentation du cadre conceptuel. Presented at: « Association internationale de pédagogie universitaire (AIPU), » Montréal.
- 37.** **Montgomery, C.**, Bujold, N., Kaszap, M. & Legault, F. (May, 1999). Student Teachers' Sources of Stress and Social Problem Solving: a Literature Review/Les sources de stress des stagiaires en enseignement et l'utilisation de la démarche de résolution de problèmes : une revue de la littérature. Presented at: « Association canadienne-française pour l'avancement des sciences (ACFAS), » University of Ottawa.
- 38.** **Montgomery, C.**, Kaszap, M. & Legault, F. (May, 1998). Strong and Weak Secondary Student Teacher's Professionalism/Le degré de professionnalisme des étudiants forts et faibles en stage en enseignement secondaire. Presented at: « Association canadienne-française pour l'avancement des sciences (ACFAS), » Université Laval.
- 39.** **Montgomery, C.**, Kaszap, M. & Legault, F. (March, 1998). Student Teachers' satisfaction and dissatisfaction regarding their cooperative teacher and university supervisor/Les motifs de satisfaction et d'insatisfaction d'étudiantes et d'étudiants en

6164 Ravine Way
Ottawa, ON
K1C 7E9

Email: montgomerycameron@hotmail.com
Tel: 613. 866. 8497

formation initiale à l'égard de l'enseignant et du superviseur. Presented at: « Association internationale de pédagogie universitaire (AIPU), » Québec.

40. **Montgomery, C. & Legault, F.** (July, 1997). Secondary Student Teachers conceptions of a good teacher, career choice and personal efficacy/Conceptions du bon enseignant chez des étudiantes et des étudiants nouvellement inscrits en formation des maîtres. Presented at: « Association internationale de pédagogie universitaire (AIPU), » Liège, Belgium.
41. **Montgomery, C. & Legault, F.** (May, 1997). Student teachers' preconceptions at University Laval/Études sur les préconceptions des étudiants et étudiantes à l'entrée des programmes de formation des maîtres à l'université Laval. Presented at: «Association canadienne-française pour l'avancement des sciences (ACFAS), » Université du Québec à Trois Rivières.
42. **Legault, F., Caron, D., Montgomery, C., David, M-H. & Paquette, M.** (April, 1997). Peer Acceptance and Friendship: Their Relation to Self Esteem, Peer Attachment, School Belonging and Attitudes toward School. Presented at: "Society for Research in Child Development," Washington, D.C.

Major invited contributions:

1. **Montgomery, C.** Attention Deficit Hyperactivity Disorder. MEDUCA (Ministry of Education of Panama). Panama, September 30, 2017.
2. **Montgomery, C.** Childrens' Mental Health and Learning Disabilities. Presentation: "Learning Disabilities Association of Ontario (LDAO/TA École)". Webinar. Toronto, November 4, 2015.
3. **Montgomery, C.** Adolescent Stress, Coping Strategies and Learning Disabilities. Webinar workshop: "Learning Disabilities Association of Ontario (LDAO/TA École)". Webinar. Toronto, November 5, 2015.

4. **Montgomery, C.** Adolescent Stress and Coping Strategies. Graduate Course Presentation and Workshop: “DCL 5131 – CHILDREN’S RIGHTS: AN INTERDISCIPLINARY APPROACH.” University of Ottawa, October 8, 2015.
5. **Montgomery, C.** Le stress et la santé mentale chez les enfants ayant des troubles d’apprentissage (TA). Interactive workshop: “Learning Disabilities Association of Ontario (LDAO/TA École) annual conference”. Toronto, August 24-26, 2015.
6. **Montgomery, C.** Le stress et les stratégies d’adaptation chez les enfants ayant des troubles d’apprentissage (TA). Webinar workshop: “Learning Disabilities Association of Ontario (LDAO/TA École)”. Toronto, April 8, 2015.
7. **Montgomery, C. & Montgomery, N.** Evaluation of the “Let’s talk: Finding Reliable Mental Health Information and Resources” Pilot Program For Grades 7 and 8 Students in Three Ontario School Boards and One Independent School in Quebec. Presented at: “10th Annual Ontario Education Research Symposium (OERS)”. Toronto, February 10-12, 2015.
8. **Montgomery, C & Daubney, A.** (Feb, 2014). Les divers effets et causes du stress chez les adolescents : une méta-analyse. 9th Annual Ontario Education Research Symposium (OERS). Toronto, Canada.
9. **Montgomery, C** (Jan, 2014). La santé mentale des jeunes: perspectives holistiques. Webinar “Regroupement des intervenantes et intervenants francophones en santé et en services sociaux de l’Ontario (RIFFSO)”. Toronto, Canada.
10. **Montgomery, C.** Franco-Ontarian Teenagers’ Stress and Sociolinguistic Vitality. Presented at: “Centre for Research on Educational and Community Services (CRECS)” noon-hour Colloquium. Ottawa, April 19, 2013.
11. **Montgomery, C.** Adulthood ADHD. “Community Networks of Specialized Care/Réseaux communautaires de soins spécialisés.” Eastern Ontario/Ontario de l’est, Ottawa, November 20, 2013 (part 1)/ may 20, 2014 (part 2).
12. **Montgomery, C.** La gestion du stress. “Les entretiens Montfort.” L’hôpital Montfort, Ottawa, October 3, 2013.
13. **Montgomery, C.** University Students’ Community Engagement: Issues and Challenges/L’engagement communautaire chez des étudiants universitaire : enjeux et

6164 Ravine Way
Ottawa, ON
K1C 7E9

Email: montgomerycameron@hotmail.com
Tel: 613. 866. 8497

- défis. Workshop at: “Youth on the move/jeunesse en action”. Ottawa, June 11, 2010.
14. **Montgomery, C.** Student Teacher Stress and Social Problem Solving. Research presented within a graduate education course taught by Dr. Rebecca Lloyd: EDU 5190 “Introduction to Research.” March 15, 2010.
 15. **Montgomery, C.** Invited panelist at: « L'engagement de l'élève et la différenciation pédagogique avec comme visée la stratégie *Réussite des élèves*, » Organized by the Ontario Ministry of Education. Toronto, May 13-15, 2008.
 16. **Montgomery, C.** Stress ? I know that!/Le stress? Je connais cela! Workshop for Beginning University Professors on Professional Insertion/Présentation scientifique en tant que chercheur invité à un atelier sur l'insertion professionnelle en milieu universitaire à l'intention des nouveaux membres du corps professoral des facultés d'éducation. Presented at: « association française pour l'avancement des sciences (ACFAS) et appuyé la Société canadienne pour l'étude de l'éducation. » Trois-Rivières, Québec, May 7-11, 2007.
 17. **Montgomery, C.** Student teachers and Supervisors' stress and coping/Le stress et les capacités d'adaptation («coping») chez les étudiants et chez les formateurs en formation à l'enseignement. Presented at: (OTF/OADE Conferences on Teacher Education). Toronto, Canada, January 27-28, 2006.
 18. **Montgomery, C., & Alem, J.** Epidemiology and Risk Factors associated with Attention Deficit Hyperactivity Disorder in Alberta and Ontario/L'épidémiologie et les facteurs de risque associés au déficit de l'attention avec ou sans hyperactivité (TDAH) dans deux provinces canadiennes : l'Alberta et l'Ontario. Presented at: «Conférence nationale annuelle de la Commission nationale des parents francophones. » Winnipeg, Manitoba. February, 2006.
 19. **Montgomery, C.** Stress and Coping/Le stress et le “coping”. Presented in an optional teacher education cours: («Les réalités scolaires », Professor Phyllis Dalley). University of Ottawa, Faculty of Education, February 6, 2006.

20. **Montgomery, C.** Epidemiology and risk factors in children with attention deficit hyperactivity disorder in Canada/ L'épidémiologie et les facteurs de risque chez les enfants atteints du trouble déficitaire d'attention avec ou sans hyperactivité au Canada. Presented as a guest researcher: Groupe de Recherche en Motricité Humaine de l'École Normale Supérieure de Marrakech. Marrakech, Marocco, December 6, 2005.
21. **Montgomery, C.** Attention deficit hyperactivity disorder and mood disorders in children and adolescents/ Le déficit d'attention avec ou sans hyperactivité (TDAH) et les troubles affectifs chez les enfants et les adolescents. Presented as a guest researcher: «Fundación nacional para la cooperación y desarrollo educativo (FUNACDE)», El Dorado, Panama, 2-16 août, 2005.
22. **Montgomery, C. & George, N.** Attention deficit hyperactivity disorder and mood disorders in children, adolescents and adults/Le déficit d'attention avec ou sans hyperactivité (TDAH) et les troubles affectifs chez les enfants, adolescents et adultes. Presented as a guest speaker: «Service d'appui de soutien scolaire (SASS)», University of Ottawa, January 27, 2005.
23. **Montgomery, C.** Stress and Coping in the Teaching Context. Presented as a guest lecturer: "Department of Foreign Language Studies", Kobe City University of Foreign Studies, December 20, 2004.
24. **Montgomery, C.** Coping with Stress in University. Workshop presented at the university teaching services, University of Ottawa, November 17, 2004.
25. **Montgomery, C.** Le stress et le "coping". Presented at a third year health sciences course: Professor Jose Yvan Coconubo. University of Ottawa, November 11, 2004.
26. **Montgomery, C.** Connaître, valoriser et promouvoir la culture francophone: le choix de vivre en français. Presented at the (CECLF). Conseil scolaire catholique de l'est, 2003.
27. **Montgomery, C.** Attention deficit hyperactivity disorder. Presented at a third year health sciences course: «Loisir et population distincte » Professor Marjorie Bourguin. University of Ottawa, 2003.
28. **Montgomery, C.** Student teachers' stress and social problem solving. Organized by Professor Marc Boutet, Faculté d'éducation, Université de Sherbrooke, 2002.

CAMERON CRAIG MONTGOMERY, Ph.D.
Executive Leader, Educator and Researcher in Learning

2

6164 Ravine Way
Ottawa, ON
K1C 7E9

Email: montgomerycameron@hotmail.com
Tel: 613. 866. 8497

29. **Montgomery, C.** General Implications of Stress and Social Problem Solving Skills in Teaching, Rotary Club, Edmonton, 2002.

30. **Montgomery, C.** Linguistical Exogamy and University Students' Language Choice in a Francophone Minority Environment. International Qualitative Research Centre, Edmonton, February, 2002.

Invited professional presentations:

1. **Montgomery, C.** Evaluation of the “Let’s talk: Finding Reliable Mental Health Information and Ressources” Pilot Program For Grades 7 and 8 Students in Three Ontario School Boards and One Independent School in Quebec. Presented at: “Forum Synergie, Toronto”. Toronto, May 13-14, 2015.
2. **Montgomery, C. & Montgomery, N.** Evaluation of the “Let’s talk: Finding Reliable Mental Health Information and Ressources” Pilot Program For Grades 7 and 8 Students in Three Ontario School Boards and One Independent School in Quebec. Presented at: “2015 Forum (English Language) *Learning out Loud: Opening Conversations*, OISE, Toronto”. Toronto, May 13, 2015.
3. **Montgomery, C.** The Pedagogical Relationship: Students’ cognitive and Metacognitive Learning in an Optional Teacher Education Course. Presented at: « la rencontre entre le ministère de l’éducation et les facultés d’éducation (université d’Ottawa et l’université Laurentienne), » April 28-29, 2010.
4. **Montgomery, C.** The Pedagogical Relationship: Students’ cognitive and Metacognitive Learning in an Optional Teacher Education Course. Presented at an introductory research methods masters’ course: Professor Rebecca Lloyd. March 14, 2010.
5. **Montgomery, C.** Student teachers’ stress and social problem solving skills. Presented at an introductory research methods masters’ course: Awad Abraham). University of Ottawa, February 11, 2008.

6. **Montgomery, C.** Relation entre théorie et pratique : les liens que font les étudiants dans un cours préparatoire au programme de formation à l'enseignement (PED 2508 «la relation pédagogique ») entre les contenus théoriques abordés et leurs expériences en stage. Présenté dans le cadre de la rencontre entre l'université d'Ottawa, l'université Laurentienne et le ministère de l'éducation. Université Laurentienne, May 10-11, 2007.
7. **Montgomery, C.** Le stress chez les étudiants et les formateurs en formation à l'enseignement : 10 ans de recherche. Présenté dans le cadre de la rencontre entre l'université d'Ottawa, l'université Laurentienne et le ministère de l'éducation. Université Laurentienne, June 11-12, 2006.
8. **Montgomery, C.** Le stress et la résolution de problèmes sociaux chez les étudiants en enseignement. Collège universitaire Saint Boniface, Winnipeg, 2002.

RESEARCH GRANTS

Year	Source and Title	Sum	Role
2015-2016	Undergraduate Research Opportunity Program Award, University of Ottawa A Pilot Study of Franco-Ontarian Adolescents' Stress	1,500\$	Research Principal Investigator
2014-2015	Undergraduate Research Opportunity Program Award, University of Ottawa Evaluation of the "Let's Talk: Finding Reliable Mental Health Information and Resources" pilot program for Grades 7 and 8 Students	1,500\$	Research Principal Investigator
2013-14	Media Smarts Evaluation of the "Let's Talk: Finding Reliable Mental Health Information and Resources" pilot program for Grades 7 and 8 Students	31,075\$	Research Principal Investigator
2013-14	Development of Interdisciplinary Initiatives, University of Ottawa Lignes directrices interdisciplinaires pour améliorer la formation des étudiants des services sociaux et de santé à l'offre active de services en	10,000\$	Research Co-investigator

CAMERON CRAIG MONTGOMERY, Ph.D.
Executive Leader, Educator and Researcher in Learning

2

6164 Ravine Way
Ottawa, ON
K1C 7E9

Email: montgomerycameron@hotmail.com
Tel: 613. 866. 8497

	français aux communautés francophones minoritaires du Canada		
2012-13	Undergraduate Research Opportunity Program Award, University of Ottawa Franco-Ontarian adolescents' stress and sociolinguistic vitality	2,000\$	Principal investigator
2012-13	Centre d'appui pédagogique en santé pour la francophonie, University of Ottawa The Comprehensive Patient: Using simulation to improve medical student skills and readiness for the clinical setting	\$12,750	Research Co-investigator
2009	University of Ottawa, research grant service Francophone Adolescents' Stress and Coping	\$5,263	Research Principal Investigator
2006	Consortium national francophone de recherche en santé Francophone Adolescents' Stress and Coping	\$15,000	Research Principal Investigator
2005	University Teaching Centre Francophone University Professors' Stress, Coping and Burnout	\$11,000	Research Principal Investigator
2003-2006	SSHRC Student Teacher Stress and Social Problem Solving	\$67,000	Research Principal Investigator
2003	Calgary Regional Consortium	\$1,500	Presentation
2003	AQETA	\$1,500	Presentation
2002	Université du Québec à Trois-Rivières	\$625	Presentation

2002	University of Alberta	\$1,400	Presentation
2002	Faculté Saint-Jean	\$ 450	Presentation
2001	Faculté Saint-Jean	\$ 550	Presentation
2000	CRIFPE	\$ 450	Presentation
2000	ALIES	\$ 350	Presentation

INTERNAL RESEARCH GRANTS (Intra-faculty)

- 2016 Research and professional development. University of Ottawa, Faculty of Education, Research Committee, \$1,000. Travel Grant. Project title: Evaluation of grade 7 and 8 students mental health. Presentation: 9th Annual Research & Policy Conference on Child, Adolescent, and Young Adult Behavioral Health March 13 - 16, 2016 at the Hilton Downtown Tampa.
- 2013 Research and professional development. University of Ottawa, Faculty of Education, Research Committee, \$1,500. Travel Grant with SSHRC supplement. Project title: Adolescent Stress and Sociolinguistic Vitality. Presentation: 12th Sociology of Childhood Days. Halifax, Canada.
- 2013 Research and professional development. University of Ottawa, Faculty of Education, Research Committee, \$1,000. Exceptional Research Grant. Project title: Adolescent Stress and Sociolinguistic Vitality.
- 2012 Research and professional development. University of Ottawa, Faculty of Education, Research Committee, \$1,500. Travel Grant with SSHRC supplement. Project title: Student Teacher Stress and Physical Exercise. Poster presentation: American Society of Business and Social Sciences. Las Vegas, USA.
- 2011 Research and professional development, University of Ottawa, Faculty of Education, Research Committee, \$1,000. Project title “Stress and coping in Adolescents”.
- 2010 Research and professional development. University of Ottawa, Faculty of Education, Research Committee, \$1,500. Travel Grant with SSHRC supplement. Project title: The pedagogical relationship: students’ cognitive and metacognitive learning an optional teacher education course. Poster presentation: Learning and the Brain. San Francisco, California. USA.
- 2009 Research and professional development, University of Ottawa, Faculty of Education, Research Committee, \$5,263.20. Project title “Sociolinguistic vitality, stress and coping in Ontario Francophone Adolescents”.

6164 Ravine Way
Ottawa, ON
K1C 7E9

Email: montgomerycameron@hotmail.com
Tel: 613. 866. 8497

- 2009 Research and professional development, University of Ottawa, Faculty of Education, Research Committee, \$1,500 travel grant. Project title: Learning Processes and Assessment: Students' learning in a mandatory course in Teacher Education (PED 3517: "Learning processes and assessment"). Oral presentation: Harnessing Images, Text, and Sound for Education in the Context of Culture, Multimedia, Technology and Cognition HITS for Education: CMTC., travel grant \$1,500. University of Prince Edward Island. Supported by the Social Sciences and Humanities Research Council Images, Text and Sound Technology Program and the Canada Foundation for Innovation infrastructure project "Interdisciplinary Research in Culture, Multimedia, Technology and Cognition (CMTC)".
- 2007 Research committee in conjunction with graduate studies. University of Ottawa, Faculty of education, \$2,000. Internal research grant for the recruitment of potential graduate students. Title of research project: "Stress and attention deficit hyperactivity disorder: a literature review".
- 2005 Research committee, University of Ottawa, Faculty of Education, \$2,100. Internal research grant. Title of research project: "Epidemiology and risk factors in children with attention deficit hyperactivity disorder in Canada".
- 2005 Research committee (research and professional development), University of Ottawa, Faculty of Education, \$1,500 (including SHHRC supplement). Presentation at an international conference outside of Quebec and Ontario (Kénitra, Morocco). Title of presentation: "Epidemiology and risk factors in children with attention deficit hyperactivity disorder in Canada".
- 2005 Research committee (research and professional development), University of Ottawa, Faculty of Education, \$1,000. Presentation at an international conference in Quebec or Ontario (AERA, Montreal). Title of presentation: "An Empirical Investigation of the Differential Functioning of Two Measures of Stress Dispositions and Social Problem-solving Characteristics in Subpopulations of Francophone Teacher Education Students in Canada".
- 2003 Research committee (research and professional development), University of Ottawa, Faculty of Education, \$1,500. Presentation at an international conference outside of Quebec and Ontario (Geneva, Switzerland). Title of presentation: "Social competence and behavior evaluation in Franco-Albertan children".
- 2002 Support for the Advancement of Scholarship. University of Alberta, \$5 000. Grant

competition with the following units: Extension, Law, Nursing, Phys Ed & Rec. Rehab Medicine, Faculté Saint-Jean, Native Studies, University Library, Human Ecology, Rural Economy, Devonian Botanic Garden, and Interdisciplinary Units that report to the VP (Research). Title: “Social competence and behavior evaluation in Franco-Albertan children “.

- 2002 Endowment for the Future (EFF) Special Capital Equipment Fund. University of Alberta, \$3,531. Grant awarded by demand for items required as working tools for research.
- 2002 Humanities, Fine Arts and Social Sciences Research Operating Grant. University of Alberta, \$3 000. Title: “Anxiety and Perception of English and French Language Competency in a Francophone Minority Environment “.
- 2001 Faculty Saint Jean Research Institute, 3 000 \$. Title : «L’anxiété latente et la compétence langagière chez les étudiants universitaires exogames, endogames et ceux de langue maternelle anglaise en milieu minoritaire francophone ».
- 2001 Support for the Advancement of Scholarship. University of Alberta, \$3,000. Grant obtained in competition with the following units: Extension, Law, Nursing, Phys Ed & Rec. Rehab Medicine, Faculté Saint-Jean, Native Studies, University Library, Human Ecology, Rural Economy, Devonian Botanic Garden, and Interdisciplinary Units that report to the VP (Research). Title: “Student Teachers’ Stress and Social Problem Solving Skills”.
- 2001 Special Operating Grant for New Faculty in the Humanities, Social Sciences, and Fine Arts. University of Alberta, \$1 500. The purpose of this grant is to assist newly appointed faculty members in establishing their research and other scholarly activities during their first year at the University of Alberta. One-time funding is made available to full-time faculty members appointed to tenure-track positions in disciplines within the humanities, social sciences, and fine arts.

Radio and Television Interviews

1. Radio Canada à Sudbury, Toronto, Windsor and Ottawa. *The international day of the Teacher*. September, 2017.
2. Radio Canada à Sudbury. *Le taux de diplomation en Ontario*. May 4, 2016.
3. Radio Canada à Windsor. *Le taux de diplomation en Ontario*. May 4, 2016.
4. Radio Canada à Toronto. *Le taux de diplomation en Ontario*. May 4, 2016.
5. Experts uOttawa. *Front commun 2015 : Les négociations du secteur public*. November 10-13, 2015.

CAMERON CRAIG MONTGOMERY, Ph.D.
Executive Leader, Educator and Researcher in Learning

2

6164 Ravine Way
Ottawa, ON
K1C 7E9

Email: montgomerycameron@hotmail.com
Tel: 613. 866. 8497

6. Experts uOttawa. *Grève sociale du Québec*. November 2-5, 2015.
7. Radio Canada à Sudbury. *L'école et la place des garçons dans la pauvreté*. October 26, 2015.
8. Experts uOttawa. *Grève des enseignants au Québec*. October 26-30, 2015.
9. TV Rogers. Ginette Gratton reçoit. *La dimension affective dans l'enseignement*. September 22, 2015.
10. Experts uOttawa. *Coping with the transition from high school to University*. September 1-4, 2015.
11. Radio Canada à Ottawa Gatineau. *La glissade de l'été*. August 28, 2015.
12. Radio Canada à Sudbury. *La glissade de l'été*. August 27, 2015.
13. Radio Canada à Toronto. *La glissade de l'été*. August 26, 2015.
14. Radio Canada à Windsor. *Rentrée des classes : contrer des pertes des élèves pendant l'été*. August 26, 2015.
15. Radio Canada. *L'enseignement des enfants à domicile*. June 16, 2015.
16. Radio Canada. *Grève enseignants : impact sur les élèves*. May 27, 2015.
17. Centretown News. *Ontario's new sexual education curriculum*. March 11, 2015.
18. Metro Magazine. *Technology, Stress and Learning*. March 20, 2014.
19. Health Nexus (blog). Interview on Health Nexus Fall 2013 Conference: <http://reseaucs.ca/index.php/easyblog/entry/se-rassembler-pour-des-communautes-en-sante-une-opportunit-e-d-apprentissage-et-de-partage>.
20. University of Ottawa Campus Radio (CHUO). *Literacy and Health*. December 3, 2013.

21. Radio Canada. *Home Schooling amongst the Jewish ultra orthodox*. November 25, 2013.
22. Radio Canada. *Judge's statement regarding Ottawa as minority linguistic environment*. November 8, 2013.
23. CBC Radio open line show. *Halloween on trial*. October 29, 2013.
24. Radio Canada. *University students' anxiety, stress and mental health*, June 18, 2013.
25. CBC Radio. *Speaking-before-you-think* with host Kathleen Petty. May 1, 2013.
26. Ottawa Sun. *Elearning: Growth of online learning becoming a threat to traditional colleges and universities*. March 17, 2013.
27. Ottawa Sun. *Elearning: Ottawa school taking steps to reach youth*. March 17, 2013.
28. Ottawa Sun. *Elearning: Drop the iPad and get back to basics*. March 17, 2013.
29. Radio Canada (program : «le midi trente »). *Le stress chez les élèves en milieu minoritaire?* Jan 17, 2013.
30. Le Droit. *Les élèves francos en milieu minoritaire plus stressés?* Dec 24, 2012.
31. La Rotonde. *L'enseignement en ligne pourrait-il créer des inégalités entre les étudiants?* Nov 19, 2012.
32. La Rotonde. *Lectures imposées: et si le problème venait du système universitaire*. Nov 5, 2012.
33. TVO (The Agenda with Steve Paiken). *Dalton McGuinty and his austerity proposals related to teachers*. March 9, 2012.
34. Radio Canada. *Student Teacher Stress, Coping and Burnout/Le stress, les stratégies d'adaptation et l'épuisement professionnel chez les stagiaires en enseignement*.
L'émission : Le monde selon Mathieu, à la radio de Radio-Canada Ottawa-Gatineau, dans le cadre d'une série d'une semaine qui a pour titre: "Paroles de finissants, l'école sous la loupe des élèves." June 10, 2011.
35. Radio Canada. *Le lien entre les services communautaires et les enfants atteints du trouble déficitaire de l'attention avec ou sans hyperactivité*, October 27, 2007.

CAMERON CRAIG MONTGOMERY, Ph.D.
Executive Leader, Educator and Researcher in Learning

2

6164 Ravine Way
Ottawa, ON
K1C 7E9

Email: montgomerycameron@hotmail.com
Tel: 613. 866. 8497

36. TFO. *L'abandon du français comme langue d'enseignement dans les écoles ontariennes*. Nov 29, 2004.

37. Global Television. *Attention Deficit and Hyperactivity Disorder*. March 23, 2003.

COMMUNITY and ACADEMIC SERVICE (committees)

- 2015 Advisory Committee Member: "Learning Disabilities Association of Ontario (LDAO)/TA école."
- 2015 Evaluator for Canadian Journal of Community Mental Health/Revue Canadienne de Santé Mentale Communautaire: "Evaluation of the Friends Anxiety Prevention Program for Children in Saskatchewan."
- 2015 Evaluator for International Archives of Occupational and Environmental Health (IAOEH): "Improving the health situation and well-Being of teachers and educational staff at special schools with multiple and severely handicapped children in Germany: A qualitative analysis."
- 2015 Member of the Scientific Committee for the Editorial Board of the Spanish Journal "Ensayos. Revista de la Facultad de Educacion de Albacete."
- 2015 Evaluator for African Health Sciences: "Burnout, Psychological Distress and Job Satisfaction Among Secondary School Teachers in Enugu Southeast Nigeria."
- 2012-14 Program Advisor for graduate students in teaching, learning and evaluation (M.ED).
- 2014 Evaluator for European Review of Applied Psychology: "Impact de l'épuisement professionnel d'enseignants français débutants sur les apprentissages de leurs élèves : rôle du genre et du sentiment d'auto-efficacité."
- 2014 Evaluator for Educational Psychology: An International Journal of Experimental Educational Psychology: "The relationship between teacher stress and burnout in Hong Kong: do positive humor and gender matter?"

Montgomery, C.

- 2014 Evaluator for the Canadian Journal of Behavioural Science: "Stratégies d'autoprésentation et explications causales de l'épuisement professionnel en contexte soignant."
- 2014 Evaluator for "La revue des sciences de l'éducation": "Réflexion phénoménologique : comprendre le rôle de passeuse culturelle des enseignantes pour mieux intervenir en milieu francophone minoritaire."
- 2014 Evaluator for the Journal Anxiety, Stress and Coping: "The General Student Stress Profile: A Tool for Stress Audit in University Students."
- 2013 Evaluator for the Canadian Journal of Learning and Technology: "Implications of the Use of Assistive Technologies with Persons who have a Learning Disability."
- 2013 Master's thesis defense president: Taiva Tegler (Aug 29, LPR 284). Thesis title: "(Un) Compromising/In Tension: Critical Pedagogy and the Academy."
- 2013 Evaluator for International Archives of Occupational and Environmental Health: "Associations of Organizational Justice and Effort-Reward Imbalance with Burnout and Intentions to Leave the Profession among Chinese Primary School Teachers."
- 2013 Evaluator for University of Moncton Journal: « La perception du stress chez les adolescents francophones: un examen de l'entraînement aux habiletés d'adaptation selon la thérapie comportementale dialectique. »
- 2013 Served as doctoral thesis seminar president: Nathalie Gilbert (Feb 1, Lamoureux Pavillon, 117). Thesis title: "Understanding the Process of Patient Engagement in Planning and Evaluation."
- 2012 Evaluator for the European Journal of Psychology of Education (EJPE): "Coping strategies at the ages of 8-12 in a school context."
- 2012 Evaluator for the European Journal of Psychology of Education (EJPE): "Work Stress and Occupational Commitment of Pre-Service Teachers in Four Countries: The Mediating Effect of Self-Efficacy."
- 2012 Evaluator for an online and in class National Health Professionals Training Program on Student Supervision: Consortium national de formation en santé (CNFS) – volet Université d'Ottawa.
- 2012 Served as Expert Panelist pertaining to education in the language of the minority, as part of the evaluation of the *Roadmap for Canada's Linguistic Duality 2008–2013* and the summative evaluation of Canadian Heritage's Official Languages Support Programs. Department of Canadian Heritage. August 9.

6164 Ravine Way
Ottawa, ON
K1C 7E9

Email: montgomerycameron@hotmail.com
Tel: 613. 866. 8497

- 2012 Evaluator for the International Archives of Occupational and Environmental Health: "A manual-based group program to improve mental health: What kind of teachers are interested and who stands to benefit from this program?"
- 2012 Served as doctoral thesis seminar president: Kristin Reimer (May 22, Lamoureux Pavillon, 117). Thesis title: "The Politics of Restorative Justice in Schools: Lessons from Scottish and Canadian Schools."
- 2012 Evaluator for the Ontario Educational Research Exchange (OERE): "Opportunities to maximize assessment."
- 2012 Served as panel Judge for the Graduate Students' Association of the University of Ottawa (GSEAD) 15th interdisciplinary conference. March 26-28.
- 2012 Evaluator for the Ontario Educational Research Exchange (OERE): "Character education reconceptualized."
- 2012 Served as masters' thesis defense president: Marie Eve Latreille (Feb 28, Lamoureux Pavillon, 388). Thesis title: « Évaluation du raisonnement Clinique d'étudiantes et d'infirmières (de novices à expertes) dans le domaine de la pédiatrie, à l'aide d'un test de concordance de script. »
- 2012 Evaluator for the British Journal of Education, Society & Behavioural Science: "School-level as a possible moderator in the stress and burnout reactions among primary and high school teachers in the Eastern Cape Province, South Africa."
- 2012 Evaluator for la revue des sciences de l'éducation : « L'innovation en formation initiale à l'enseignement : des perceptions des étudiants aux pratiques des professeurs. »
- 2011 Acted as Judge for Academy of Innovation in Medical Education (AIME) day poster session. April 15.
- 2011 Acted as Judge for the Ottawa Regional Heritage Fair. April 20.
- 2011 Evaluator for the Journal of Educational Sciences: «Solitude professionnelle d'enseignants du secondaire : relations avec le leadership du directeur d'école et leurs croyances d'autoefficacité sociale.»
- 2011 Acted as a grade appeal evaluator. Course 3517. October 7.

Montgomery, C.

- 2011 Served as doctoral thesis seminar president: Dean Doucette (October 17, Lamoureux Pavillon 117). Thesis title: "Effects of School-to-Work Programs on Cognitive Engagement: Examining the Students' Perspective".
- 2011 Evaluator for the International Archives of Occupational and Environmental Health: "Mental Health, Work-Related Behaviour and Experience Patterns in a German Sample of Student Teachers: A cross-sectional study".
- 2011 Peer Reviewer for the Ontario Education Research Exchange online journal (OERE).
- 2010 Conference Session Chair: 3rd Annual Medical Education Day AIME, Ottawa —ON: Promoting Research and Innovation in Medical Teaching «*Promouvoir la recherche et l'innovation dans l'enseignement médical* ». April 16, 2010.
- 2010 Evaluator for the Canadian Journal of Applied Linguistics: "Native and non-native English speaking student teachers engage in peer feedback."
- 2010 Acted as a grade appeal evaluator. Course 3517. April 21.
- 2010 Acted as a facilitator for a working group on "Community" at the Faculty of Education, University of Ottawa's general assembly. June 9.
- 2010 Evaluator for the Irish Journal of Applied Social Studies: "A Qualitative Study of Stress in Secondary Teachers in Ireland."
- 2010 Served as doctoral thesis seminar president: Berthe Kayitesi (November 26, Lamoureux Pavillon 387). Thesis title: "L'apprentissage et l'enseignement du génocide des Tutsis : Cas des professeurs et des étudiants diplômés en Amérique du Nord."
- 2009 Conference moderator: Laboratoire de recherche interdisciplinaire sur les droits de l'enfant intitulé : « conférence internationale sur les droits de l'enfant » qui a eu lieu les 18, 19 et 20 novembre, 2009. Les conférences ainsi que la table ronde portaient sur la participation, l'éducation et la santé des enfants.
- 2009 Session moderator: « Dialogue École/Facultés, » 8 et 9 octobre. L'atelier portait sur la formation et le développement professionnel pour les enseignants et futurs enseignants.
- 2008 Acted as a hiring selection committee member: candidate Monsieur Mario Richard, May 22.
- 2008 External evaluator for SSHRC (file: 410-2008-0411).
- 2008 Served as doctoral thesis seminar president: Martha Koch (January 29, pavillon LMX 475). Thesis title: "Examining the multiple-use of a province-

6164 Ravine Way
Ottawa, ON
K1C 7E9

Email: montgomerycameron@hotmail.com
Tel: 613. 866. 8497

- wide assessment of grade 9 mathematics: Implications for reframing validity theory and the practice of validation”.
- 2008 Represented the Faculty of Education, University of Ottawa: Colloque de la fédération des enseignants de l’Ontario (FEO/ADEO) 25 et 26 janvier.
- 2007 Represented the Faculty of Education, University of Ottawa: Colloque FEO/ADEO 25 et 26 janvier.
- 2007-08 Organized a scientific forum between the University of Ottawa, Laurentian University and the Ministry of Education of Ontario, April 29-30.
- 2007 Acted as a hiring selection committee member: candidate Madame Carole Sénéchal, December 13.
- 2006-2008 Served as committee member of Computers and Technology, Faculty of Education, University of Ottawa.
- 2006-2008 Served as a member of the Practicum Committee.
- 2006-07 Organized a scientific forum between the University of Ottawa, Laurentian University and the Ontario Ministry of Education, May 10-11, 2007.
- 2006-07 Organized a scientific forum between the University of Ottawa, Laurentian University and the Ministry of Education of Ontario, June 18-19, 2006.
- 2006 Served as President of a Master’s thesis seminar: April Sorenson «Perceptions de parents et d’intervenants au sujet des classes à niveaux multiples au cycle primaire en immersion française. » November 15, 2006.
- 2006 Evaluated an internal research grants` competition, University of Ottawa Research Grants` Office (competition/URS-IRND), December 1, 2006.
- 2006 Organized a scientific meeting between the Ministry of Education (francophone sector), Laurentian University, and University of Ottawa June 18-19, 2006.
- 2004-2007 Represented the Faculty of Education, University of Ottawa on the provincial Faculties of Education Liaison committee with the Ontario Ministry of Education.
- 2006-2008 Served as a member of the Computer and Technology committee, Faculty of Education, University of Ottawa.

Montgomery, C.

- 2004-2006 Served as a member of the educational policy committee, Faculty of Education, University of Ottawa.
- 2004-2007 Served as treasurer of the “Canadian Educational Research Association” (CERA).
- 2004-2006 Served as a committee member of the Canada-Europe exchange program, Faculty of Education, University of Ottawa.
- 2004-2005 Served as a member of the student teaching practicum committee, Faculty of Education, University of Ottawa.
- 2004-2005 Translated article summaries from English to French for an international journal of education and psychology (Journal of Cognitive Education and Psychology).
- 2004 Acted as a reporter/mediator at the following international conference: Teaching, Learning and Technology Conference Series. The Educational Chrysalis: Exploring Processes of Innovation in University and College Teaching. University of Ottawa. February, 2004.
- 2003-2004 Acted as Liaison for the Faculty of Education, University of Ottawa, for the teacher training program with several Francophone school boards.
- 2003 Served a selection committee member of two faculty members, Faculty of Education, University of Ottawa.
- 2003 Evaluated two research grant projects (SSHRC).
- 2002 Founded and served as President of Graduate Student’s Association of Laval University, Edmonton, Alberta.
- 2001 - 2002 Facilitated student stress and time management workshops at Faculté Saint-Jean, University of Alberta.
- 2001 Acted as member of organizing committee, (CSSE), Laval University, Québec.
- 2001 Acted as student take-in councilor, International Centre, University of Alberta

Research, Community and Professional Associations:

- 2023-2025 Chair of Junior Development, Board Direction, National Capital Tennis Association
- 2024 Board Director, Ontario Tennis Association
- 2016 Orleans Chamber of Commerce
- 2015-2016 Learning Disabilities Association of Ontario – LDAO, Advisory Member

CAMERON CRAIG MONTGOMERY, Ph.D.
Executive Leader, Educator and Researcher in Learning

2

6164 Ravine Way
Ottawa, ON
K1C 7E9

Email: montgomerycameron@hotmail.com
Tel: 613. 866. 8497

- 2013- Member, A Global Network for a Child Rights Transformation of Educators and Education
- 2011- Member, Centre for Research on Educational and Community Services
- 2011- Member, Child Rights Education for Professionals (CRED-PRO)
- 2009 - Associate Member « l'Institut francophone de recherche interdisciplinaire en santé (IFRIS) » Montfort Hospital, Ottawa
- 2008 - Member of the Interdisciplinary Research Laboratory on the Rights of the Child, Faculty of Law, University of Ottawa.
- 2007 - Member of the International Education Development Group, Faculty of Education, University of Ottawa.
- 2002 - 2004 Member, International Association for Cognitive Education and Psychology
- 2002 - 2003 Member, Quebec Association of Learning Disabilities (in French: AQETA)
- 2001 - Associate Member, Interuniversity Research Center on Teaching, Training and the Teaching Profession (CRIFPE)
- 1999 Member, Quebec Society for Research in Psychology (in French: SQRP)
- 1998 Member, Canadian Learning Society
- 1997 - 2002 Member, International Pedagogy Association (AIPU)
- 1997 - Member, French Canadian Association for the advancement of sciences (ACFAS)
- 2001 - 2003 French as a second language tutor: «Brown Baggers », Faculté Saint-Jean, University of Alberta
- 1999 Evaluator, External Evaluation Committee, elementary school speech competition “Edmonton Public Schools”, Edmonton, Alberta