towards a better humanity

WERKLUND SCHOOL OF EDUCATION

COMMUNITY REPORT

2019 / 2020

a message from our dean



I am proud to share with you the Werklund School of Education's Report to Community for 2019-2020. In a year without precedent, I have been humbled and privileged to represent a diverse, international faculty who despite the mounting obstacles of a global pandemic has continued to demonstrate a deep commitment to our shared vision of advancing education and psychology for the betterment of humanity, locally and globally.

Our impact can be seen across the highquality academic programs we offer, and the impact of meaningful research that has continued to enrich the lives of individuals, communities and society.

Since launching our strategic plan in 2017. our students, faculty and staff, with the backing of community partners, have strived to establish the Werklund School as one of Canada's premier faculties of education and globally, top 100. Together our academic and support staff work to deliver on our commitments: ensuring our research has impact, our students excel, our community partners and alumni are engaged, and our students and staff affirm our dedication to collective well-being. This has been essential to our success, particularly as COVID-19 shut down our cities and changed our lives with heightened levels of uncertainty and fear of the unknown.

Our faculty persist in thinking creatively and innovatively about the ongoing systemic educational challenges of our time. They are exploring purposeful pedagogies of reconciliation, disrupting the boundaries within traditional STEM research, introducing interdisciplinary approaches to sustainability and global change, and helping all children flourish despite their diverse needs. Our team consists of a diverse faculty, 10 percent of whom are Indigenous and 20 percent, international. We continue to build on this wealth of expert knowledge as we are committed to the path of reconciliation and to learning from diverse ways of knowing and being.

Our students, too, are playing an important role in Werklund's success, with student awards equaling more than \$3.6 million and our graduates increasingly recognized for excellence. Our Bachelor of Education program continues to examine, rethink and address the ways in which we can be more attentive to the increasing complexity of our schools and our children, and equip our future teachers to excel, creating robust learning environments in urban and rural

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research impact

pillars of the werklund school

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collective well-being

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settings. Our graduate programs push boundaries in order to provide relevant and deep expertise that advances education and psychology in our schools, organizations and communities.

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OUR FACULTY PERSIST IN THINKING CREATIVELY AND INNOVATIVELY **ABOUT THE ONGOING** SYSTEMIC EDUCATIONAL **CHALLENGES** OF OUR TIME.

Continued conversations and collaborations with our valued community partners help us to identify and address particular needs, as partnering with non-profits, school boards, corporate sector, and government is key to advancing our society with education at the centre. Equally important to academic excellence is our emphasis on collective well-being. Whether physical, spiritual, social or emotional, the Werklund School is cultivating an ethical space in which everyone is welcome and valued.

Education remains an essential building block to our common humanity. In all our undertakings, it is you - our community - that help drive our efforts. Thank you for being part of this ongoing endeavour.

Dr. Dianne Gereluk Dean, Werklund School of Education

research impact

Academic faculty in the Werklund School continue to make strides in research and scholarship as we prioritize collaborative and interdisciplinary research that informs and impacts theory, policy, and professional practice.

Werklund faculty focus on a wide variety of goals, from meeting the changing needs of diverse classrooms and addressing societal inequalities, to developing global collaborations dedicated to increasing eco-sustainability.

Through interdisciplinary efforts with the arts, engineering, math, social work and medicine faculties, Werklund School researchers are rising to challenges with a focus on research that is influencing society and culture, public policy and services, as well as health, the environment and the quality of life beyond academia.

We are proud of our faculty that includes internationally and nationally recognized researchers, among them Canada Research Chairs, National Academy of Education Fellows, National Science Foundation Fellows, award winners in the Canadian Society for the Study of Higher Education, the Canadian Psychological Association, and the National Science Foundation's Early Career and Career Awards.



HELPING CHILDREN FLOURISH: CARLY MCMORRIS

Improving the mental health and well-being of children and adolescents is at the centre of Dr. Carly McMorris' research.

Through her study of neurodevelopmental disorders, including autism, fetal alcohol spectrum disorder (FASD) and cerebral palsy, McMorris is taking a multidisciplinary approach in exploring why children with these disorders are at heightened risk for experiencing mental health issues, and how we can effectively treat and ultimately prevent these issues from developing. These mental health issues are complex, and significantly impact the daily lives of children and youth and their families, and it is essential to understand how to best assess, intervene and prevent debilitating lifelong problems.

McMorris' research is funded by various international, national/Tri-Council, and local foundation awards including the American Foundation for Suicide Research, the Canadian Institutes of Health Research, and the Alberta Children's Hospital Foundation.



TRANSFORMING MATH EDUCATION: BRENT DAVIS AND MATH MINDS

Moving beyond the emotional debate of "math wars", Werklund researchers have introduced evidence-based and theoryinformed approaches that are transforming math education locally and globally.

Led by Dr. Brent Davis, the Math Minds team, including Drs. Paulino Preciado-Babb, Krista Francis, Soroush Sabbaghan and Martina Metz, is entering a third phase of research and building on results that are influencing and changing the way children study math. Since 2012, their robust learning model, a unique collaboration between Werklund, JUMP Math, the Calgary Catholic School District and Golden Hills School Division, with support from donors including Suncor (formerly Canadian Oil Sands Limited), has continued to improve math teaching and learning.

Working with educators, educational leaders, researchers and policy makers, Math Minds aims to strengthen numeracy among elementary students, helping establish Alberta as a centre of excellence in math education.



IMMIGRANTS, THE TRIPLE GLASS EFFECT AND DOWNWARD SOCIAL MOBILITY: SHIBAO GUO

In Dr. Shibao Guo's research of immigrant experience, he found that immigrant professionals face multifaceted barriers, including a glass gate that denies their entrance to guarded professional communities, a glass door blocking their access to professional employment at high-wage firms, and the glass ceiling that prevents them from moving into management positions due to ethnic and cultural differences.

Naming this triple glass effect is a breakthrough in the discussion of integration and the immigrant experience in Canada. In 2019, Guo delivered the Werklund Distinguished Research Lecture "Beyond Borders: Transnational Migration and Education."



MEDIA DEPICTIONS OF INDIGENOUS ENVIRONMENTAL ISSUES: **GREG LOWAN-TRUDEAU**

Who is creating the media? Whose voices are being heard? Whose are absent? These are a few of the critical questions Dr. Greg Lowan-Trudeau explored during his time as the 2019-2020 Fulbright Canada Research Chair at the University of California, Santa Barbara (UCSB).

As a visiting scholar with UCSB's Environmental Studies Program, Lowan-Trudeau examined media portrayals of Indigenous environmental issues in Canada and the United States. The Métis scholar of Indigenous environmental studies and education believes that, in an era of fake news and attacks on the integrity of the press, critically informed understanding of media is more important than ever.





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WERKLUND SCHOOL FACULTY ARE RISING TO CHALLENGES WITH A FOCUS ON RESEARCH THAT IS INFLUENCING SOCIETY AND CULTURE, PUBLIC POLICY AND SERVICES, AS WELL AS HEALTH, THE ENVIRONMENT AND THE QUALITY OF LIFE BEYOND ACADEMIA.

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research impact



RECOGNIZED FOR RESEARCH EXCELLENCE: SHIRLEY R. STEINBERG

With an influential career as one of Canada's leading scholars expanding media literacy, empowering educators and students to challenge media bias and misrepresentation, Dr. Shirley R. Steinberg, Professor of Critical Youth Studies at Werklund, received the 2019 Whitworth Award for Career Education Research Excellence from the Education Canada Network.

Her work encourages teachers and students to use and explore a wide variety of art forms, culture, and media – including hip-hop, commercial broadcasting, and new digital technologies – as a way to understand and question biases in the media and everyday life.



DISTINGUISHED CONTRIBUTIONS TO EDUCATION AND TRAINING IN PSYCHOLOGY: ADAM MCCRIMMON

During his notable 15-year career as a Registered Psychologist, Dr. Adam McCrimmon has researched concerns pertaining to the mental health, bullying and resiliency of children, adolescents and adults on the autism spectrum.

Throughout this time, he has garnered many accolades in recognition of his teaching, supervision and research. To this list of accomplishments can be added the 2020 Canadian Psychological Association (CPA) Award for Distinguished Contributions to Education and Training in Psychology, which recognizes CPA Members or Fellows who have made a significant contribution to education and training in psychology in Canada.



TEACHER EDUCATION AND SOCIAL JUSTICE: DARREN LUND

In his 16 years as a high school teacher, Dr. Darren Lund understood the importance of educating students about social justice, equity and community-engaged learning.

Today, funded by a Social Sciences and Humanities Research Council (SSHRC) Insight grant, he continues this research, ensuring future teachers understand the same. In 2019, Lund's book, the Wiley International Handbook of Service-Learning for Social Justice, received the Philip C. Chinn Book Award from the National Association for Multicultural Education.

Recognition 2019 to 2020

Jose Domene	Canadian Psychology Association, Distinguished Member Award, Counselling Psychology 2019	
Sarah Eaton	Canadian Society for the Study of Higher Education, Research and Scholarship Award 2020	
Tonya Callaghan	University of Calgary Diversity Award 2020	
Man-Wai Chu	University of Calgary Teaching Awards, Full-Time Academic Staff 2020	
Karen Dittrick	Student Union Teaching Excellence Award 2020	
Michele Jacobsen	University of Calgary Teaching Award, Graduate Supervision 2020	
Eugene Kowch	Osaka University International Research 2019	
Kim Lenters	Canada Research Chair 2020	

(\$)

\$2.9M

in research funding* 198 peer reviewed

articles

15 books

books published by 24 werklund authors 22

awards for excellence in teaching, research and community

research impact

Jennifer Lock	Izaak Walton Killam Award for Graduate Supervision and Mentoring 2019	
Greg Lowan- Trudeau	Fulbright Canada Research Chair 2020	
Darren Lund	Philp C. Chinn Book Award from National Association for Multicultural Education 20	
Adam McCrimmon	Canadian Psychological Association (CPA) Award for Distinguished Contributions to Education and Training in Psychology 202	
	Canadian Council of Professional Psychology Programs (CCPPP) Award for Excellence in Professional Training 2019	
Katherine Mueller	Student Union Teaching Excellence, Honourable Mention 2020	
Cynthia Prasow	City of Calgary - Community Achievemen Education Award 2019	
	Order of the University of Calgary 2019	
Pratim Sengupta	International Society for Design and Development in Education (ISDDE) Fellowship 2019	
Pratim Sengupta, Marie-Claire Shanahan, and Dylan Pare	Paul D. Fleck Award, Banff Centre for Arts and Creativity 2019	
Shirley Steinberg	The Whitworth Award for Career Educatio Research Excellence 2019	
Greg Tweedie	University of Calgary Teaching Award, Teaching in Online Environments 2020	
Elder Randy Bottle, Drs. Aubrey Hanson, Dustin Louie, Greg Lowan-Trudeau, and doctoral student.	University of Calgary Experiential Learning Project in Sustainability Award 2020	

Jennifer MacDonald

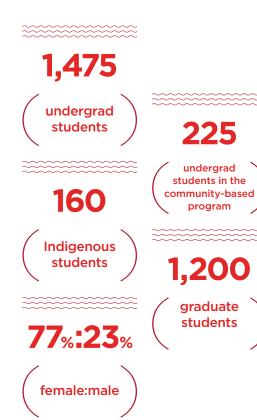
REPORT

student excellence

At Werklund, we are enriching the guality and breadth of learning as we educate students to become teachers, researchers, counsellors and psychologists, leaders and community builders.

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To provide the best experience for students, the Werklund School prioritizes their engagement through programs that combine theory with innovative practice - inside and outside of the classroom.





HELPING ALL STUDENTS SUCCEED: **BEEJAL PAREKH**

For many students, the traditional school structure is not a good fit. Whether these students are facing mental health challenges, incarceration, homelessness, abuse or poverty, an unconventional approach supporting student's agency and decision-making is required. For alternative programs to succeed they need teachers who embrace differentiated learning and flexibility. Beejal Parekh is just such a teacher. She requested a specialized field placement that would allow her to work with youth from high risk backgrounds.

Werklund's Director of Field Experience, Dr. Dora Kapoyannis, found the perfect pre-service teaching experience for Parekh at an alternative high school where she strengthened her belief that all students can and will succeed with the holistic support of a teacher.

Parekh won the 2019 Werklund Community Engaged Scholarship for her volunteer work with Wellspring Calgary, an award made possible by the \$25 million gift made by David Werklund in 2013.



CONTESTING COMMEMORATION: **JESSICA GOBRAN**

With a passion for history, Jessica Gobran found the perfect research topic that combined her interest in the past with a career in teaching. Funded by a UCalgary Program for Undergraduate Research Experience (PURE) award, she interviewed educators about their experiences in teaching about controversial monuments.

Her conclusions highlighted the fundamental responsibility that teachers have to the community when teaching history, and how she, as a teacher, can advocate for her students, the academic community and her fellow teachers by using the discipline of history to understand and serve others better.

Leading the way in experiential learning

For more than 20 years, our experiential learning initiatives have offered students the opportunity to discover the benefits of community service through one of our many service-learning partner programs, among them the Calgary Board of **Education's English Language Learning** Program, Dare to Care's Bully Prevention Program, and IndigeSTEAM's Indigenous Youth Robotics Program.



201

professional learning placements

411

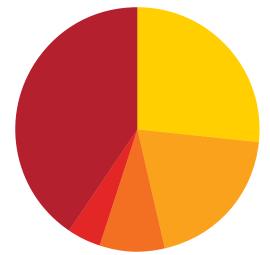
volunteer online tutors for K-12

total experiential learning placements

1,018

Introducing students to other ways of knowing and being, our local land-based experiences invite students to spend one to three days learning from an Indigenous Elder at Writing-on-Stone Provincial Park, Blackfoot Crossing, or Nose Hill Park.

Understanding the benefits of professional learning experiences, Werklund matches students with experienced educators in the community, whether through a handson experience at the BioGeoscience Institute in Kananaskis or in joining a semester-long Design Thinking Cohort in partnership with local school districts. There are multiple opportunities for students to build on their coursework and support their entry into the teaching profession.



2019-2020 PLACEMENTS

•	Service-learning	272
	Professional learning	201
	Land-based learning	89
	Teaching across borders	45
	K-12 online tutors	411

SERVICE-**LEARNING:**

272

servicelearning placements 20+

7,000+

hours/year service to schools/ community organizations



weeks field experience opportunities in 69 districts in AB. BC, NWT & NU

WERKLUND SCHOOL OF EDUCATION F

COMMUNITY REPORT 2019 / 2020

student excellence

Teaching across borders

At Werklund, we believe students who live and teach in communities different from their home community can gain a greater awareness and appreciation of diversity and global understanding.

As part of our Teaching Across Borders program, we are proud to have international partnerships with schools in ten countries including Australia, Brazil, Spain and Vietnam. While the program was suspended for the 2020-21 school year, due to the global pandemic, this 10-week abroad program has and will again provide unique immersive teaching experiences in classrooms far from Calgary in different cultures and countries.

HAMBURG, GERMANY This collaboration with the Universität Hamburg offers in-school placements with opportunities to teach lessons at different grade levels.



QUÉBEC CITY, QUÉBEC A new offering in 2021 through Université Laval, providing students with an opportunity to teach and learn in Québec, while exploring how curriculum varies across provinces, languages and cultures.



OXFORD, MISSISSIPPI Through collaboration with

the University of Mississippi, participants receive in-school placements matching their subject area, often with partner teachers.



In partnership with Camilo José Cela University, students are placed in a variety of bilingual English schools with opportunities for cultural events and festivals.



BARCELONA, SPAIN

Collaborating with the Escola Oficial d'Idiomes Barcelona Drassanes, students have an opportunity to focus on English education for adults while experiencing local culture and festivals.

GOIÂNIA, BRAZIL

In collaboration with the Pontifícia Universidade Católica de Goiâs, students visit public schools, take in cultural activities, lectures and discussions, and a placement at the university's language centre, with opportunities for Portuguese language classes. 45 undergraduate students teaching

in 10 countries

13

international partnerships

ROME, ITALY Participants work with the Rome YMCA supporting community-based education and outreach programs.





XI'AN, CHINA

Partnering with Shaanxi Normal University, Xi'an offers opportunities to teach, enroll in Mandarin classes, and participate in cultural activities.



HOKKAIDO, JAPAN

In partnership with Hokkaido University of Education, students spend their first month in intensive Japanese language classes before beginning their in-school placement, through a collaboration with Hokkaido University of Education.



OSAKA, JAPAN In partnership with the Osaka YMCA International School, students teach in English, often based on their subject area.



DA NANG, VIETNAM Participants have a choice of teaching in either a primary school or a high school for gifted students in this placement organized through the University of Da Nang, University of Education.



BRISBANE, AUSTRALIA Participants can teach in two private schools, in this longer placement organized through Queensland University of Technology.



PERTH, AUSTRALIA In partnership with Murdoch University, students have a choice of two private schools, with opportunities to visit Indigenous schools, providing insight to Australian approaches to Indigenous education.





student excellenc

Awardwinning students and research impact

Werklund students, both graduate and undergraduate, have the opportunity to work alongside world-class researchers and scholars, conducting studies that have impact in the real world.

Graduate students implement research in collaboration with a diversity of community partners, including STEM research at Telus SPARK and the Banff Centre for Arts and Creativity, and neurodevelopmental studies with the Owerko Centre at the Alberta Children's Hospital Research Institute.



EMBEDDED RESEARCH IN THE CANADIAN WILDS: **NICHOLAS BUTT**

Participating in a 10-day snowshoe and dogsled expedition across Ontario's Algonquin Provincial Park allowed graduate student Nicholas Butt to engage in embedded research the Canadian Wildlife Federation required in order to make improvements to its Canadian Conservation Corps program.

Butt's experiential learning was made possible through Mitacs Accelerate funding, which affords students opportunities to collaborate with industry partners on research or development-focused projects that address practical problems.



INCLUSIVE COMPUTING AND SOCIAL JUSTICE: **STEPHANIE HLADIK**

Graduate student Stephanie Hladik examines how power and privilege play out in the STEM disciplines (science, technology, engineering and math). More specifically, she investigates how science exhibits like the innovative Hack the Flock, an installation developed by Werklund School academics and Telus SPARK that uses text-based coding and gives visitors the chance to 'hack' real scientific code, can become inclusive spaces for learners of all ages and backgrounds.

With support from a Canadian Social Sciences and Humanities Research Council scholarship (SSHRC), Hladik uses a feminist approach to question 'what counts' as science in the hopes that participants will see themselves as coders and take up a computing identity that may have been previously inaccessible or unappealing to them.



TOWARDS IMPACTING IMMIGRATION POLICY, IMPROVING MENTAL HEALTH: **ALYSHA CHAN-KENT**

Meeting the needs of Canada's diverse cultural communities is the goal for counselling psychology student, Alysha Chan-Kent, who was awarded the 2019 Dean's Doctoral Scholarship.

Through incorporating her research findings on cultural diversity and mental health, she hopes to highlight and recommend improvements to national immigration policies and advocate for more diverse approaches to counselling within the mental health system.



CHALLENGING AND PROMPTING CHANGE: **CHRIS OSTROWDUN**

Master's student, Chris Ostrowdun, is the recipient of the national 2019 Education Canada Pat Clifford Award for his research that challenges new teachers' mindsets and assumptions, prompting them to rethink, reflect and reconsider how they approach inclusive education practices towards students with disabilities.



student excellence





RESPONDING TO DIVERSITY. **IMPROVING CLINICAL** SUPERVISION IN PSYCHOLOGY: **PAYDEN SPOWART**

Students come to the Werklund School from a variety of backgrounds. Payden Spowart, a Registered Psychologist and a student in Werklund's PhD program in Counselling Psychology, recently joined the Leaders in Medicine (LIM) joint degree program, a physician-scientist training program at UCalgary's Cumming School of Medicine.

Payden's doctoral research investigates the process of becoming a multiculturally responsive clinical supervisor among clinical supervisors-in-training. He recently completed a one-year pre-doctoral internship in psychosocial oncology at the Cross Cancer Institute, a part of Alberta Health Services, in Edmonton, AB.

\$3.6M+ 1,000+ \$764K in student student in sshrc awards and beneficiaries awards grants

community engagement

Today's faculties of education play a significant role in leading, enhancing and supporting a diversity of professions. As the world changes, the expectations placed upon educational institutions must shift to meet emerging issues, underscoring education as a living practice that is alert to pressing issues. Educators must be responsive to such shifts in circumstance and necessity.

Collaborative partnerships allow Werklund School researchers to amplify ideas and exchange knowledge with communities, locally and globally. They can be found in K-12 classrooms, museums, science centres, not-for-profits, global sustainability networks, foundations, the private sector, government agencies, higher educational institutions, and other places of formal and informal learning.



INDIGENOUS EDUCATION: A CALL TO ACTION

Central among the Truth and Reconciliation Commission of Canada's recommendations, or Calls to Action, is an ethical call to educators, educational leaders, policy makers, and other concerned citizens, to embark on the work of reconciling relations between Indigenous and non-Indigenous people.

Since 2016, the Werklund School has offered a graduate certificate engaging students in this essential effort. Post-pandemic, this will continue to include the REDress project, led by Dr. Yvonne Poitras Pratt. an initiative dedicated to raising public awareness of murdered and missing Indigenous women and girls in Canada. The project provokes attention, invites questions, and may help others engage the Indigenous community in a more meaningful and respectful way.



SUSTAINABILITY AND GLOBAL CHANGE

Working with researchers in communities in Canada, Uruguay, Chile and Colombia, Dr. Gabriela Alonso Yanez, through the Inter-American Institute for Global Change Research, is identifying participatory processes and governance models that can better incorporate local and traditional knowledge while navigating divergent interests and diverse value systems.

Learning in the context of transdisciplinary global change research is at the heart of her work. In collaborating across borders with a diversity of working groups including scientists, traditional knowledge holders, and local practitioners, Dr. Alonso Yanez's research team co-design and co-produce alternatives that support capacities for collaboration, towards increased sustainability in times of global change



EDUCATION THAT REACHES ACROSS ALBERTA AND BEYOND

Making education accessible for persons living in remote and rural communities is of utmost concern to the Werklund School. Since the summer of 2015. Werklund's community-based Bachelor of Education program has continued to build relationships with institutions and school districts across Alberta, in British Columbia, the Northwest Territories and Nunavut. Through partnersponsored bursaries and credit transfers, and with support from donors such as the Ptarmigan Charitable Foundation, students are accessing education, growing their capacities and serving their communities as teachers, without being forced to relocate to urban centres.

In collaboration with the Manitoba First Nations Education Resource Centre, Werklund has a 13-student Indigenous cohort studying for the Master of Education in School and Applied Child Psychology degree. Courses are a blend of online and in-person programming, designed for students who wish to pursue the degree while remaining in their home communities in Manitoba.

TEACHER RESILIENCY: OUR ALUMNI, SUSTAINING A REWARDING CAREER IN EDUCATION

REVITALIZATION **OF INDIGENOUS LANGUAGES**

In fulfilling our commitment to the Calls to Action of the Truth and Reconciliation Commission of Canada, and in conversation with our communities, in the 2020-21 calendar year, Werklund will introduce Indigenous language classes as part of the program within the social studies curriculum.

COLLABORATIVE PARTNERSHIPS ALLOW WERKLUND SCHOOL **RESEARCHERS TO** AMPLIFY IDEAS AND EXCHANGE KNOWLEDGE WITH COMMUNITIES, LOCALLY AND GLOBALLY.

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While many of the demands faced by educators have persisted for decades, they have been exacerbated by the current social and political context. Concerned with how this is impacting teachers, the Werklund School co-hosted an event with UCalgary Alumni, inviting panelists to crack open this important dialogue in an effort to unpack the challenges faced by teachers and offer insight into how and why young educators can continue in their chosen vocation.





WERKLUND SCHOOL COMMUNITY OF EDUCATION REPORT

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AS INDIGENOUS PEOPLE WE HAVE SO MUCH TO OFFER THE WORLD OF WESTERN EDUCATION. OUR TEACHING STYLES, OUR LEARNING STYLES, AND HOW WE MENTOR AND GUIDE OUR STUDENTS – PEOPLE – I THINK EVERYBODY SHOULD HAVE THAT KIND OF MODELLING.

WE NEED THE BEST WORLDS COMING TOGETHER TO BUILD A BRIDGE, A BALANCE. FROM THE FIRST DAY, I FELT THAT CONNECTION, NOT BECAUSE WE WERE INDIGENOUS, BUT BECAUSE WE WERE ALL PEOPLE LEARNING FROM ONE ANOTHER.

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Cree Kehteya ('elder' or 'knowledge-keeper') Betty Letendre, who teaches alongside Werklund School professors and instructors in the Call to Action program.

Blackfoot Elder Randy Bottle and Cree Kehteya Betty Letendre (second from right) share Indigenous wisdom with Werklund School graduate students during a visit to a Medicine Wheel site located at Nose Hill.

Photo by Y. Poitras Pratt



COMMUNITY

REPORT

collective well-being

At the Werklund School we value and support opportunities that enable healthy living and the well-being of our students, faculty and staff. Collective well-being and personal wellness, as well as sustainability. are among our core values. Sustainability can include health, opportunities, fulfillment, and quality of life for both individuals and their families.

Especially during a time of global pandemic, and in light of protests that drew attention to systemic racism against Black, Indigenous, and People of Colour (BIPOC), we recognize our pivotal role in creating a campus culture where our students, faculty, staff and postdoctoral scholars feel recognized, supported and valued.

In alignment with UCalgary's vision to be a community where we care for each other, we are committed to raising awareness and promoting well-being with the aim of supporting each other in realizing our potential. Improved collective well-being increases our capacities for practicing self-care and healthy behaviours as we pursue a more equitable, diverse and inclusive community.



LEADING CANADA IN POST-SECONDARY HEALTH AND WELLNESS

In 2018, the Werklund School was the first education faculty in Canada to offer a mandatory course for all Bachelor of Education students in elementary and secondary education in comprehensive school health and wellness, with the goal of increasing capacity for future teachers to be health champions. Since then, Dr. Shelly Russell-Mayhew, in partnership with Ever Active Schools and funded by Well Ahead, a McConnell Foundation initiative, has led a cross-country effort, engaging 18 faculties of education in the Teachers of Tomorrow initiative, improving post-secondary health and wellness.

The recently launched Comprehensive School Health Hub, offers free postsecondary and K-12 resources and training, with a goal to better prepare teachers, educational assistants, principals and trustees with the knowledge, skills and attitudes they need to help promote and create healthy learning environments.



KINDLING CONVERSATIONS

With the aim of increasing community awareness, a series of three campus conversations were held. This collaborative effort between the Werklund School of Education, led by Dr. Yvonne Poitras Pratt and Dr. Jennifer Leason of the Faculty of Arts, was made possible by a grant from the University of Calgary's Indigenous Strategy, ii'taa'poh'to'p.

The conversations introduced and explored diverse ideas around decolonizing education as well as the understandings of research impact from the perspectives of Indigenous scholars. Further support sessions have been hosted for faculty interested in Indigenous research topics and Indigenous community knowledge traditions.

Artwork by J.Leason



CAMPUS CULTURE

and inclusion.

DIVERSITY, EQUITY AND

INCLUSION - KEYS TO A HEALTHY

Acknowledging the efforts of those making

recognizing her teaching, learning, research

are rooted in principles of diversity, equity

In her teaching, Callaghan is addressing

different forms of oppression, including

supporting students in developing strategies

racism, sexism, classism, ableism,

that can help prevent prejudice.

heterosexism and transphobia, while

strides toward creating a welcoming

campus, UCalgary awarded Dr. Tonya

Callaghan the 2020 Diversity Award,

and community-based initiatives that



LEADERS IN EXPERIENTIAL LEARNING AND SUSTAINABILITY

land-based learning experiences in and people.

The University of Calgary Experiential Learning Project in Sustainability Award was presented to Elder Randy Bottle, faculty members, Drs. Aubrey Hanson, Dustin Louie, Greg Lowan-Trudeau, and doctoral student, Jennifer MacDonald.

collective well-being

Werklund faculty and community members were recognized for their work in offering Indigenous Education, helping students make the connection between treaty history, reconciliation, Indigenous knowledges

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IMPROVED COLLECTIVE WELL-BEING INCREASES OUR CAPACITIES FOR PRACTICING SELF-CARE AND HEALTHY **BEHAVIOURS AS WE** PURSUE A MORE EQUITABLE, DIVERSE AND INCLUSIVE COMMUNITY.

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MANAGING STRESS AT WORK AND HOME

Drs. Janet Groen and Jackie Seidel offered mindfulness based stress reduction classes to the community, including Werklund staff, once a week for eight weeks, with a time provision made during the workday for staff to learn and practice mindfulness-based exercises and strategies that can support them at work and at home.

BECOME A HEALTH **CHAMPION**



WERKLUND SCHOOL OF EDUCATION COMMUNITY REPORT 2019 / 2020

our covid-19 response



Werklund School faculty acted quickly to ensure students could continue their programs and successfully complete their semester. In only a few days, undergraduate instructors redeveloped experiential learning for pre-service teachers, better preparing their students to one day take on the challenges and opportunities of online teaching. Graduate courses that previously relied on experiential and/or land-based learning were reinvented, using innovative methods that would help provide a holistic experience for students, including Indigenous programming that incorporated Elders sharing traditional wisdom through webinars, and the transition of psychology and counselling to new platforms.

While the spread of COVID-19 required the university to cancel most events, we continued to connect with our community through webinars, podcasts and virtual coffee chats with the Dean.

CONNECTING WITH OUR COMMUNITY

Werklund researchers stepped up to support the community, offering multiple webinars and podcasts for parents and teachers feeling challenged by the nature of the "new normal", discussing topics such as children and ADHD, and strategies for parents and families living and learning at home together.



Students, too, volunteered their services to the community, with Werklund's undergraduate pre-service teachers providing tutoring to more than 400 K-12 students. Graduate students in psychology and counselling offered free sessions to children and families struggling with the COVID-19 crisis.

Building on a theme important to our alumni and community, Werklund School researchers led The Resilient Teacher, a discussion with Drs. Kelly Schwartz and Carly McMorris, on the principles of coping and adapting in this school year and beyond. It proved a successful alumni event, with almost 500 registrants and hundreds more viewing the video online.



As we prepare for the upcoming year, we are confident our faculty, staff and students will continue to lead the way in teaching, research and learning, despite the challenges that we, as a community, may face.

The Werklund School remains committed to our vision of advancing education and psychology for the betterment of humanity, locally and globally. Connecting with you is critical to our mission.

Together, we will continue to create lasting, positive change by elevating student experiences, accelerating research outcomes and strengthening community connections.

We thank you for your ongoing support, we wish you good health, and invite you to remain connected with us through upcoming events, webinars, and other engagement opportunities.



Energized by you.

(our vision)

Our vision

Our mission

Our core values

Our strategy

ADVANCING EDUCATION AND PSYCHOLOGY FOR THE BETTERMENT OF HUMANITY, LOCALLY AND GLOBALLY. OFFERING HIGH-QUALITY ACADEMIC PROGRAMS AND MEANINGFUL RESEARCH ACROSS A LIFESPAN TOGETHER IN COMMUNITIES.

DIVERSITY, EQUITY AND INCLUSION

COLLABORATION AND COLLECTIVE RESPONSIBILITY

INNOVATION AND CREATIVITY

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PERSONAL WELLNESS AND COLLECTIVE WELL-BEING

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