


education at the crossroads





a message from our dean



Throughout 2020-2021, the Werklund School community came together in the face of challenges and opportunities brought on by a global pandemic, the economic downturn, the heightened recognition of racial inequities, as well as provincial budget cuts and curriculum debates.

When families sought support for their children, many of whom were learning online and struggling to keep up, Werklund researchers provided professional learning for teachers and education and psychological supports for families. Our pre-service teachers offered free tutoring assistance to children who needed additional help. Scholars dedicated to the path of reconciliation assembled resources to ensure Indigenous literatures can be incorporated into all classrooms and learning.

In research that addressed child and family needs, whether looking at the psychological impacts of lockdowns, or how children can best learn during online lessons, Werklund School scholars identified issues affecting our communities, and went to work understanding and resolving them.

Through community collaboration and innovation, Werklund researchers investigated how stronger diversity can drive increased innovation in science, technology, engineering and math education; they explored how digital instruction literacy can better prepare new teachers; and scrutinized rates of teacher burnout and offered podcasts to support self-care.

As vaccination rollouts continue, we know the pandemic will eventually end. We must reflect on how far we've come in the last 15 months and acknowledge how the landscape around us has changed. As we develop new ways of looking at old problems, whether solving issues of racial injustice, or addressing digital divides, we are indeed at a pivotal crossroads, where the decisions we make will have repercussions for years to come. How we act now will decide the future for generations.

This report highlights the many ways Werklund researchers, students and our work with community partners are influencing changes locally and globally for the better.

We have learned from the challenges of the last few years; the opportunities before us are enormous and we remain excited to engage them. We hope you will join us in the endeavor.

Dr. Dianne Gereluk
Dean, Werklund School of Education



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WERKLUND SCHOOL
SCHOLARS IDENTIFIED
ISSUES AFFECTING
OUR COMMUNITIES,
AND WENT TO WORK
UNDERSTANDING AND
RESOLVING THEM.

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VALUES, STRATEGY**

pillars of the werklund school academic plan



research
impact

At the Werklund School of Education, our academic faculty are dedicated to research and scholarship that is benefiting communities. By prioritizing research that is collaborative and interdisciplinary, we are better able to impact both policy and practice.

Finding synergies between a breadth of partners in faculties that include social work, medicine, math and engineering, as well as with community partners, Werklund researchers are helping shape society and culture, public policy and services, establishing improved health supports and interventions and a more sustainable future.



FROM ISOLATION TO INCLUSION,
TRANSFORMING STEM CULTURE
JENNIFER D. ADAMS

Creativity and STEM Canada Research Chair Dr. Jennifer D. Adams is exploring the experiences of Black, Indigenous and People of Colour (BIPOC) students pursuing science, technology, engineering and mathematics (STEM) majors at Western Canadian post-secondary institutions.

Through this research, Adams, who holds a joint appointment in the Faculty of Science at UCalgary, aims to empower BIPOC students in their STEM pursuits, contribute to policies that support diverse students in STEM and create a community of researchers and policymakers that will work towards equitability. Additionally, the study will provide guidance to post-secondary institutions for transforming exclusive cultures and offering meaningful support to students who have been historically marginalized.

As part of Canadian Innovation Week, Adams presented the ways in which diversity can drive equitable innovation, in a panel discussion supported by the University of Calgary and the Rideau Hall Foundation.



A TRANSDISCIPLINARY
APPROACH TO CULTIVATING
EXCELLENCE IN GRADUATE
SUPERVISION
MICHELE JACOBSEN

Dr. Michele Jacobsen is investigating online faculty development for graduate supervisors in post-secondary institutions in collaboration with a team of researchers from Athabasca University and King Abdulaziz University (Saudi Arabia). With support from a SSHRC Connection Grant, Jacobsen's team is working with expert supervisors from across two universities to faculty colleagues in developing strengths in online graduate supervision, mentoring for diverse careers, balancing excellence and wellness, and supporting academic writing.

The collaboration resulted in a massive open online course, or MOOC, offering a community of practice focused on graduate supervision and mentorship for faculty across disciplines. The course, Quality Graduate Supervision, will be offered across Canada in Fall 2021.



OUT OF THE CLOSET:
HETEROSEXISM & TRANSPHOBIA
IN OUR SCHOOLS AND GLOBALLY
TONYA CALLAGHAN

LGBTQ2S+ communities continue to face discrimination, whether as students in our schools or as newcomers in our cities. As the Werklund School Distinguished Research Lecture Award 2020 recipient, Dr. Tonya Callaghan delivered a webinar on how teachers, students, and policymakers can work together to eliminate oppression of gender and sexual minority groups.

Callaghan's comparative research spans continents, from Canada to the UK to Australia, where she has found positive engagement with Catholic youth who are leading the revolution against religiously inspired homophobic oppression. Student activists can and do play key roles in affecting change in their communities, particularly in Catholic schools. Callaghan's work explores effective ways to resist homophobia and empower students who have felt silenced and shamed.



MEANINGFUL PROJECTS KEY
TO SUCCESSFUL LANGUAGE
& LITERACY PEDAGOGY
KIM LENTERS

Dr. Kim Lenters' drive to expand language and literacy learning has resulted in a Canada Research Chair (Tier II) in Language and Literacy Education appointment. She believes that, while there is no one 'correct' way for 'doing' or instructing literacy, early literacy pedagogy in many Western educational systems is too narrowly focused on meeting standardized benchmarks associated with children's reading and writing skills.

Lenters is in the vanguard of a growing push beyond longstanding theories such as socioculturalism, which have offered important critiques of skills-only literacy pedagogy; what sets her work apart is attention to real-world solutions that meet the backgrounds, needs, interests and capacities of all learners.

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WERKLUND
RESEARCHERS ARE
HELPING SHAPE
SOCIETY AND
CULTURE, PUBLIC
POLICY AND SERVICES.



STUDY PROBES IMPACT
& OFFERS SCHOOLS SUPPORTS
AMID COVID-19 PANDEMIC
KELLY SCHWARTZ

A team of researchers led by Dr. Kelly Schwartz is conducting a study during the 2020-21 school year to understand how students are managing during the pandemic. In collaboration with the Calgary Board of Education, Calgary Catholic School District, as well as Edmonton Public Schools and Edmonton Catholic Schools, the study is following 1,700 students ages 12 to 18 and asking about their experiences during the pandemic, investigating everything from their resiliency to their mental health.

By identifying self-reported psychological, behavioural, and learning needs of students impacted by the pandemic, Schwartz’s team can offer insights to help school districts support resilience factors already being accessed by students or that could be activated in schools to better support children. The research, funded by the Canadian Institutes of Health Research (CIHR), will inform province-wide decisions and strategies leading to more evidence-informed programming to support children across Alberta.



VOICING COMPLEXITY:
PUBLICNESS, ETHICS
& POLITICS
PRATIM SENGUPTA

Exploring transdisciplinary models of language that integrate computing, education, sociology, politics and environmental science, Dr. Pratim Sengupta continues to challenge how we use computing, as well as who is using it and to what end? Sengupta’s research confronts systems that have traditionally marginalized certain voices and investigates computing as human experience beyond the mastery of symbolic power.

In March 2021, Sengupta delivered a Distinguished Lecture Series, titled Voicing Complexity: Publicness, Ethics and Politics, at Vanderbilt University, featuring his collaborative work on public computing, what we can learn from modelling pain, and how political engagement with modeling can help address climate change. Part of his research, in collaboration with Dr. Ariel Ducey, Faculty of Arts, and Dr. Martina Kelly, Health Sciences, at UCalgary is supported through funding from the Government of Canada’s New Frontiers in Research Fund. Sengupta’s book Voicing Code in STEM (with authors Drs. Amanda Dickes and Amy Voss Farris) was released by MIT Press in March 2021.



MOBILIZING STEM LITERACY FOR
SOCIAL JUSTICE
MIWA A. TAKEUCHI

Dr. Miwa A. Takeuchi’s community-based and in-schools scholarship examines how the intentional design of spaces, backed by ethical mobilization of STEM literacy, can bring about healing of collective pain.

Internationally, Takeuchi partnered with the Filipino Migrants Center in Japan, and demonstrated how mathematical literacy can help redress intersectional violence against migrant racialized women, rooted in human trafficking.

Locally, Takeuchi is partnering with local schools, the Immigrant Education Society and CCIS to shine a light on intergenerational STEM literacy exhibited by refugee families in the context of urban farming and community gardening to make Calgary more environmentally and socially just.

Dr. Takeuchi was awarded the 2021 Early Career Award from the International Society of the Learning Sciences. She was also recognized with a 2021 Student Union Teaching Excellence Award and a 2021 University of Calgary Teaching Award.

Supporting
postdoctoral
scholarship

Each year, we are proud to attract
top talent in the postdoctoral scholars
who join us in actively conducting
and disseminating their research.

Postdoctoral associates work alongside expert faculty who provide important support and mentoring in both their scholarly and professional development.

IN 2020-2021,
WE WELCOMED NINE
POSTDOCTORAL
ASSOCIATES:

TOWANI DUCHSCHER

researching decolonizing literacies with supervisor Dr. Kim Lenters

JENNIFER MARKIDES

conducting community-led research in empowering Indigenous youth with supervisors Drs. Doug Clark and Yvonne Poitras Pratt

MAXINE MYRE

designing and implementing research addressing complexities linked to unhealthy weight-related attitudes, behaviors and outcomes with supervisor Dr. Shelly Russell-Mayhew

JOANNE PARK

researching mental wellness in public safety with supervisor Dr. Kelly Schwartz

TIFFANY PRETE

researching Niitsitapi, (the Real People) in Photographs: Surviving Colonization with supervisor Dr. Aubrey Hanson

BRIANNE REDQUEST

researching physical activity and mental health among children and youth with neurodevelopmental disorders with supervisor Dr. Carly McMorris

KAILYN TURNER

researching neurodevelopment disorders in children with supervisor Dr. Carly McMorris

OLIVER WILSON

researching complexities linked to unhealthy weight-related attitudes, behaviours, and outcomes with supervisor Dr. Shelly Russell-Mayhew

**JESUS ENRIQUE
HERNANDEZ
ZAVALETA**

researching design, development, implementation and research of games supporting student learning in STEM education with supervisor Dr. Doug Clark



PARTNERING TO UNDERSTAND
SUICIDALITY IN AUTISTIC YOUTH
KAILYN TURNER

Dr. Kailyn Turner’s postdoctoral research is examining the mental health needs of children with neurodevelopment disorders and co-occurring mental health conditions.

Working with Dr. Carly McMorris, she is participating in projects delivering therapeutic interventions and determining their effectiveness for autistic children and their families. Turner is leading a project that will partner with children, caregivers, clinicians, researchers, and policy/decision-makers to identify the top 10 research priorities in suicidality in autistic youth.

She is also co-leading the development of a tailored tool to assess for risk of suicide attempt in autistic youth by engaging patients as research partners.



DECOLONIZING LITERACIES
TOWANI DUCHSCHER

As a scholar interested in arts-based anti-racist education, Towani Duchscher’s goal is to bring scholars, teachers, parents/guardians, and community educators together to consider the ways that we can decolonize literacy in the classroom.

Literacy teaching practices that have historically only focused on reading and writing can marginalize and exclude many racialized students. Duchscher believes that by connecting, understanding, and experiencing the multitude of ways we “read the world”, through our bodies, cultures, and relationships with the land, we can make space for every student to feel seen and valued. Duchscher is collaborating on this work with Dr. Kim Lenters.

Recognizing
award-winning
faculty
2020 to 2021

Jim Brandon

The Canadian Association for the Study of Educational Administration, Distinguished Service Award 2021

Tonya Callaghan

University of Calgary Diversity Award 2020

Man-Wai Chu

Avenue Magazine Top 40 Under 40 2020

Catherine Chua

University of Calgary Teaching and Learning Award for Full-Time Academic Staff (Assistant Professor) 2020

**Patricia Danyluk &
Yvonne Poitras Pratt**

Society for Teaching and Learning in Higher Education, Alan Blizzard Award for excellence in collaborative teaching and learning in post-secondary education 2021

Brent Davis

The Canadian Association for Curriculum Studies (CACCS), Ted T. Aoki Award for Distinguished Service within the Field of Canadian Curriculum Studies 2021

Sarah Eaton

Canadian Society for the Study of Higher Education Research and Scholarship Award 2020

Michele Jacobsen

University of Calgary Teaching and Learning Award for Graduate Supervision 2020

Kim Lenters

Canada Research Chair – Tier 2 Language and Literacy Education 2020-2025

Darren Lund

International Association for Research on Service-Learning and Community Engaged Learning, Diversity, Equity and Inclusion Award 2020

Society of Professors of Education, Outstanding Book Award 2021

Jennifer Markides

Indigenous Inquiries Circle Awards, Emerging Voices in Indigenous Scholarship, Researcher Award 2021

Canadian Society for the Study of Education/Canadian Association of Curriculum Studies, Outstanding Dissertation Award 2021

Canadian Association of Graduate Studies, Distinguished Dissertation Award 2021

Barbara Martin

Student Union Teaching Excellence Award 2021

Adam McCrimmon

The Canadian Psychological Association, Distinguished Contributions to Education and Training in Psychology in Canada Award 2020

Miwa Takeuchi

International Society of the Learning Sciences, Early Career Award 2021

Student Union Teaching Excellence Award 2021

Gregory Tweedie

University of Calgary Teaching and Learning Award for Teaching in Online Environments 2020

**Kaori Wada
Psychology Works
for COVID-19
Volunteers**

Canadian Psychological Association, John C. Service Member of the Year Award

Eustacia Yu

University of Calgary Internationalization Achievement Award 2021

Rahat Zaidi

AERA Division K Innovations in Research on Equity and Social Justice in Teaching and Teacher Education Award 2021

Alberta Teachers Association Educational Research Award 2020



HISTORICAL IMAGES OPEN
DOOR TO SHARING
TIFFANY PRETE

Dr. Tiffany Prete is providing survivors of Canada’s Indian Residential Schools system with an opportunity to tell their story in their own words. Prete’s project is not only singular for its use of archival photos to produce oral histories but also because it is enabling members of the Blackfoot Confederacy to speak about their experiences in a way that does not focus solely on the trauma incurred.

Prete believes the resulting insights will help Canadians understand what occurred, what needs to be reconciled, and why.



student
excellence

At the Werklund School, we are committed to creating a space where students can pursue their passion, as future teachers, researchers, counsellors and psychologists, leaders and community builders. In helping them reach their goals, we provide access to expert researchers, leading scholars and exceptional teaching and learning resources. Prioritizing student excellence, our programs combine theory with innovative practice and one-on-one supports that allow students to flourish.

For more than two decades, our students have benefited from programming that emphasizes experiential learning opportunities. Even amid the pandemic, students gained hands-on experience through community service initiatives. Supporting the needs of community, particularly in the relatively new virtual world, undergraduate students connected with partners including Dare to Care, Beakerhead Virtual School Outreach, Journey 2050 (Calgary Stampede Foundation) and Immigrant Services Calgary’s Mosaic After School Program. In addition, they provided voluntary tutoring to K-12 children struggling with their studies.

Through land-based learning led by Indigenous Elders, students experienced Indigenous ways of knowing, being, and doing, becoming active participants on the journey towards reconciliation.

Partnering with Alberta Health Services, Rocky View School Division, Renfrew Educational Services and others including Werklund’s Integrated Services in Education clinic, graduate students in counselling psychology and school and applied child psychology gained real-world experience in practicums and internships where they worked with children and families, providing assessments and interventions, with the support and mentoring of a supervising registered psychologist.

With opportunities available beyond Calgary, pre-service teachers completed their practicums in schools stretching from Alberta and British Columbia to Manitoba, Nunavut and the Northwest Territories.

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FOR MORE THAN
TWO DECADES, OUR
STUDENTS HAVE
BENEFITED FROM
PROGRAMMING
THAT EMPHASIZES
EXPERIENTIAL LEARNING
OPPORTUNITIES.

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TRUSTING RELATIONSHIPS
ESSENTIAL FOR EFFECTIVE
TEACHING & LEARNING
SAVANNAH POIRIER HOLLANDER

When Savannah Poirier Hollander earned a Program for Undergraduate Research Experience (PURE) award, she chose to craft a study that would benefit her community rather than her career. The project – a virtual medicine plant guide for students – allowed her to connect with Indigenous Elders and deepen her understanding of the reciprocal nature of people’s relationship with the land. Experiences she greatly valued as a Cree/ Métis woman.

Going forward, Poirier Hollander says she will foster strong relationships built on respect and reciprocity to ensure no student feels left out or left behind.



ENGAGING STUDENTS IN THE
PRACTICE OF DEMOCRACY
JONAH SECRETI

Jonah Secreti received a Program for Undergraduate Research Experience (PURE) award to examine pre-service teacher citizenship education experiences. He found that future teachers believe the knowledge they gained during their undergraduate studies, coupled with personal volunteerism in the community, will help them better understand how to successfully engage their students in citizenship education.

Secreti, who was president of the Education Students’ Association this year, says he will apply these insights in his teaching practice in order to encourage others to become active participants in their community, country and world.



TOWARDS A MORE JUST
& EQUITABLE WORLD
ANASTASSIA RUSHFORD

Recognized with the Werklund Community Engaged Leadership Scholarship for academic merit and extra-curricular activities related to volunteerism and community service, Tassia Rushford’s deep commitment to social justice, reconciliation and equity are evident in her studies as well as the activities she organized as vice president-events for the Education Students’ Association (ESA).

In collaboration with the National Film Board and Dr. Yvonne Poitras Pratt, the ESA organized a film screening and panel discussion on nîpawistamâsowin: We Will Stand Up, about Debbie Baptiste’s unrelenting pursuit of justice following the killing of her son, Colten Boushie. Dr. Michael Hart, Vice-Provost Indigenous Engagement, UCalgary, hosted the panel discussion with Debbie Baptiste and director, Tasha Hubbard.

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WHEN STUDENTS ARE ENGAGED IN LESSONS THAT FOSTER THEIR UNIQUE GIFTS, CURIOSITY AND WONDER WILL NATURALLY EMERGE TO FOSTER LEARNING THAT EXTENDS BEYOND THE CLASSROOM WALLS.

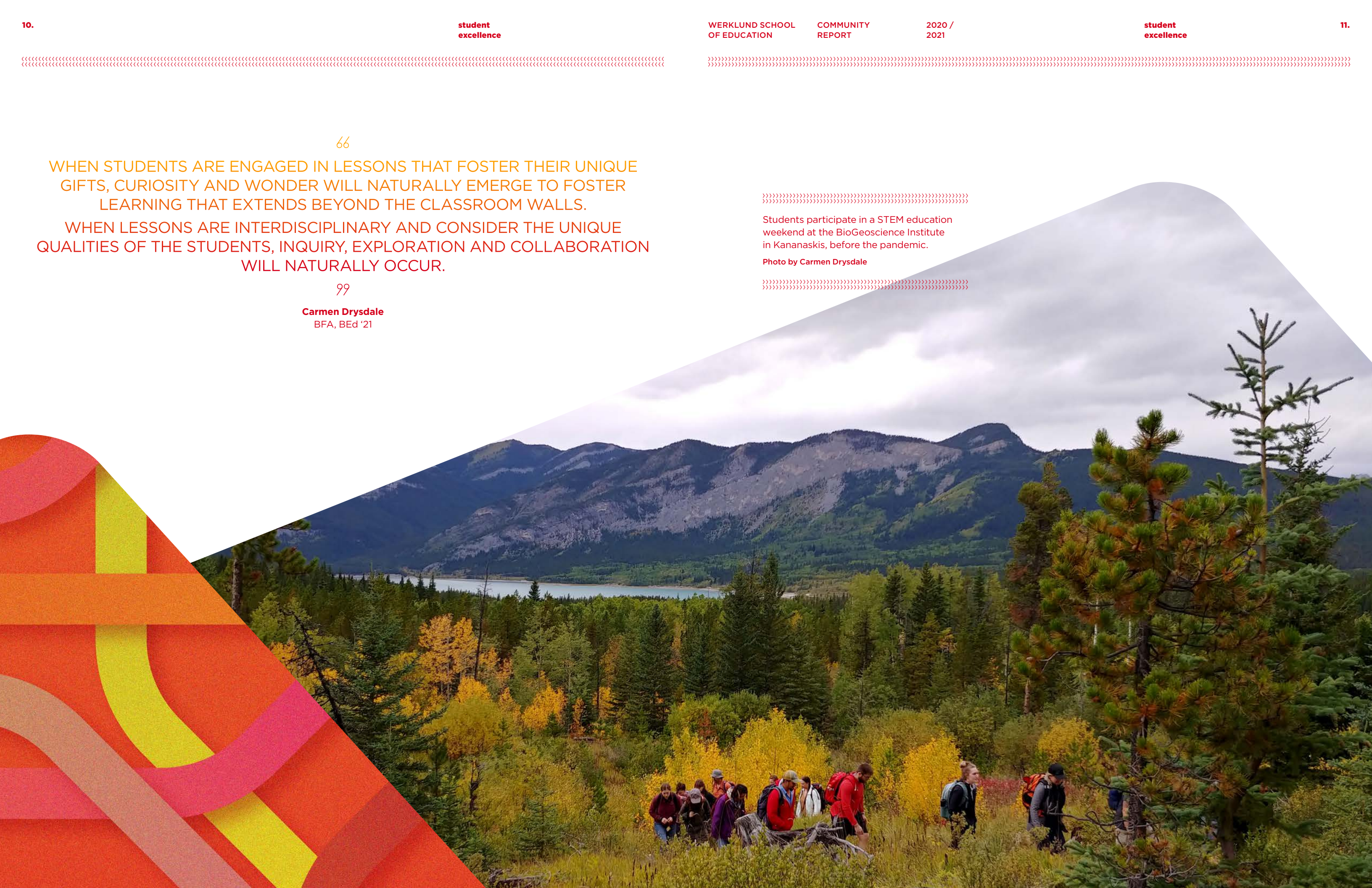
WHEN LESSONS ARE INTERDISCIPLINARY AND CONSIDER THE UNIQUE QUALITIES OF THE STUDENTS, INQUIRY, EXPLORATION AND COLLABORATION WILL NATURALLY OCCUR.

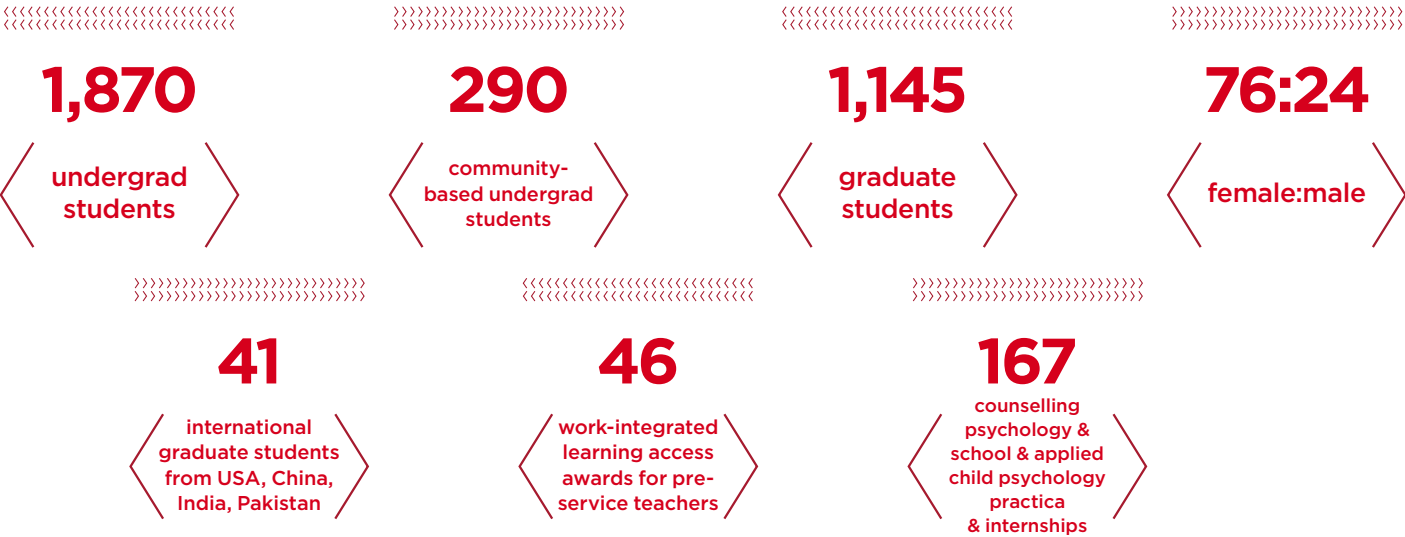
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Carmen Drysdale
BFA, BEd '21

Students participate in a STEM education weekend at the BioGeoscience Institute in Kananaskis, before the pandemic.

Photo by Carmen Drysdale





53 COMMUNITY PARTNERS

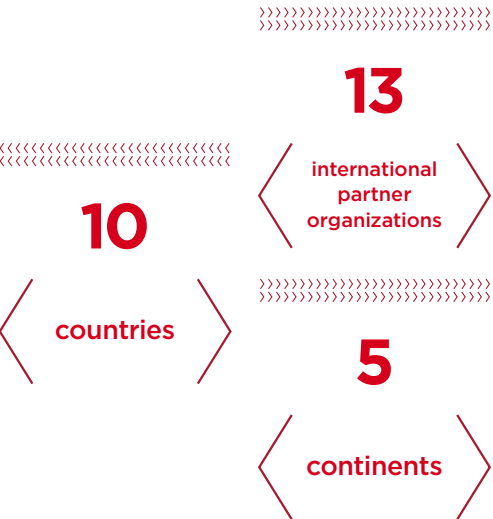
Global classrooms

Werklund School's popular Teaching Across Borders program usually offers BEd students the opportunity to live and teach in one of nine countries located across five continents.

While the pandemic suspended travel in the 2020-2021 fall and winter semesters, Werklund faculty pivoted to ensure students could still engage in international experiences that would enrich their education while building intercultural capacities. Using an online platform, students volunteered as "language buddies" for Chinese and Japanese students participating in a two-week program studying topics related to the Canadian educational system. Werklund students acted as class aids, while learning about interacting with people from other countries and cultures, addressing language problems, and considering needs and strengths of diverse students.

In another adaptive move using online technology, Werklund students participated in a six-week course in partnership with the Universidad Camilo José Cela in Madrid. The course, for both Spanish and Canadian students, focused on supporting students' learning about second language teaching.

Without leaving Canada, students profited by engaging with education students on another continent and learning through joint partner projects as well as dynamic interactions outside of the classroom. Designed by Dr. Roswita Dressler and funded by a UCalgary Virtual Exchange grant, the course offers a blueprint for international learning experiences that inform teaching practice while addressing inequities that prevent some students from traveling abroad such as cost, work, health or family obligations.



Teaching practicum and partner teachers

The teaching practicum involves 20 weeks of in-school learning, over four field experiences, supported by an online classroom environment during which student teachers participate in seminars, read and discuss assigned readings, complete individual and group assignments, and share final presentations based on their learning.

This year, more than 940 partner teachers hosted a pre-service teacher in their classroom, ensuring continued excellence in the profession while growing professionally as leaders and mentors.

975

students
in 1,891
placements

15%

in rural &
remote sites

941

partner
teachers

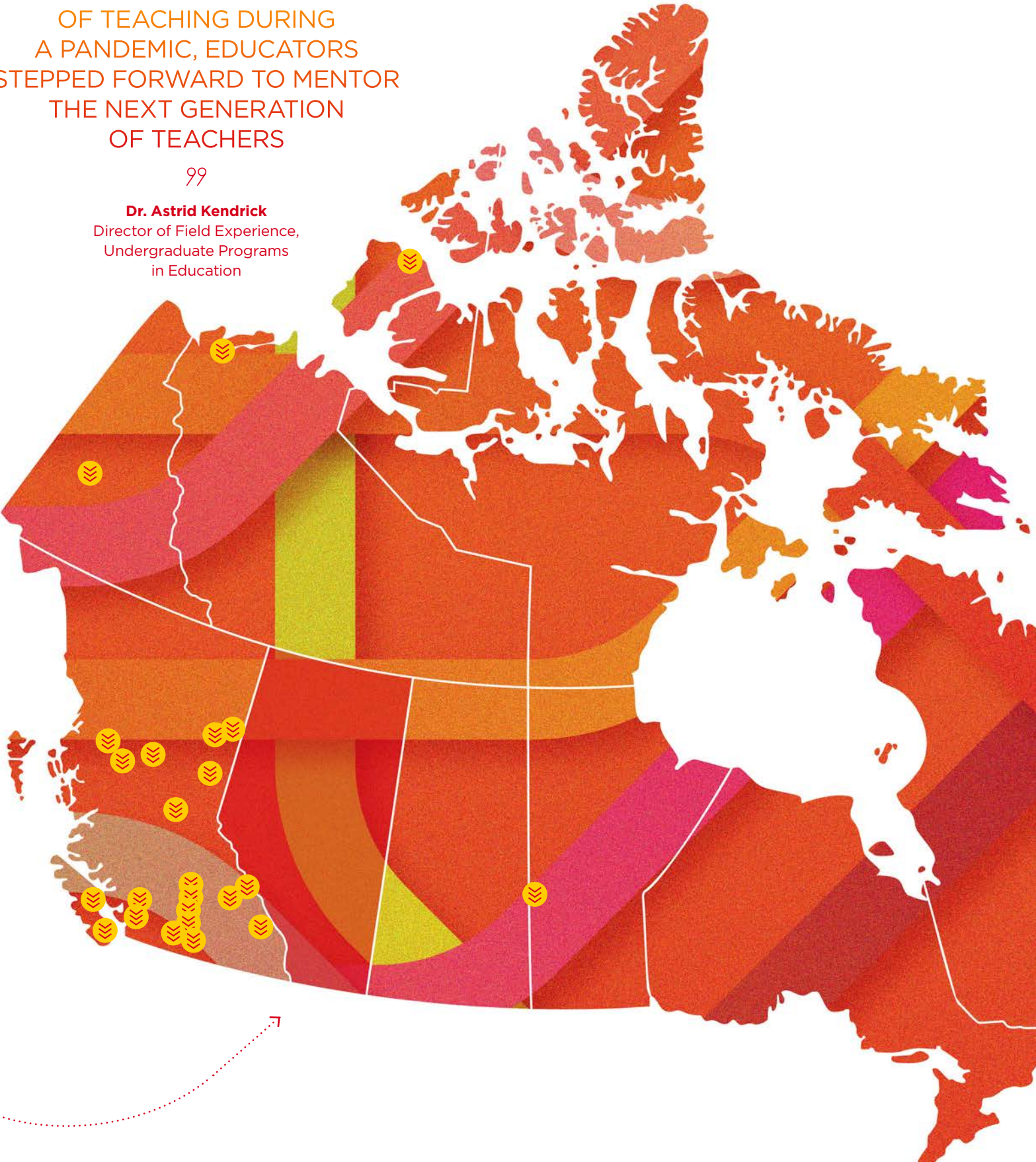
408

schools
in 83 school
districts



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DESPITE THE CHALLENGES
OF TEACHING DURING
A PANDEMIC, EDUCATORS
STEPPED FORWARD TO MENTOR
THE NEXT GENERATION
OF TEACHERS

99
Dr. Astrid Kendrick
Director of Field Experience,
Undergraduate Programs
in Education



Student research impacting the world

Werklund students, both graduate and undergraduate, work alongside academic researchers in conducting studies that influence policy and practice in education and psychology across institutions and systems.



INDIGENOUS PERSPECTIVES IN SCHOOL PSYCHOLOGY MFNERC STUDENT COHORT – CHARITY SANDERSON

In partnership with the Manitoba First Nations Education Resource Centre (MFNERC), graduate students in the Werklund School are undertaking a study to address the problematic use of Western assessment and intervention methods with Indigenous students.

Essential to this Mitacs Accelerate-funded project are psychology master's students of Indigenous heritage, such as Charity Sanderson. Uniquely positioned to reflect on the tensions between Western practices and Indigenous perspectives, Sanderson and eight other classmates in the MFNERC cohort, are sharing common themes with supervisors Drs. Meadow Schroeder and Elisa Lacerda-Vandenborn.

More access to mental health and better understanding of the cultural relevance of the tools employed are among the themes identified so far.



AN INTERDISCIPLINARY VISION THAT'S SHIFTING HOW WE TEACH STEPHANIE BARTLETT

The impetus for doctoral candidate Stephanie Bartlett's research is her belief that changing society begins with the voices of youth, with adults providing guidance while walking alongside.

Bartlett is passionate about shifting pedagogy. Her research, which garnered her a SSHRC doctoral grant, aims to empower students in real-world learning, encouraging them to engage in critical thinking and recognize their agency in addressing some of the world's most complex problems, such as climate change. Bartlett's research underscores how this work requires strong community collaboration and an interdisciplinary vision of how learning on the land has the power to change pedagogy, school culture and society.



BOLSTERING THE MENTAL HEALTH OF MILITARY FAMILIES DANAE LAUT

Doctoral candidate and SSHRC award winner Danae Laut is leading a study to better understand the protective factors that help children and teens in military households thrive in the face of trying circumstances and the ways in which these youth may be uniquely resilient.

While there is evidence to suggest that children in military families are more likely to struggle with behavioural issues, Laut believes the close-knit communal nature they enjoy may be a source of strength.

The results of the study will be used to design intervention and prevention programs to support military and first responder families.



REDRESSING A HISTORY OF RACISM IN THE CHURCH ERIC OFORI-ATTA

Eric Ofori-Atta was awarded a SSHRC Master's scholarship and Faculty of Graduate Studies award for his research using critical race theory as a lens through which to better understand the foundational racism of the White evangelical church in Canada and the role of racism's influence in shaping it.

Delving into that difficult history, particularly as a member of the church, was an emotional and at times depressing experience, but Ofori-Atta saw the research as an opportunity to raise awareness and help curb White hegemonic reproduction and its attendant racism in the church. In 2021-2022, he will join the doctoral program with the goal of continuing research that makes the Black experience in Canada more visible.

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CONDUCTING STUDIES THAT INFLUENCE POLICY AND PRACTICE IN EDUCATION AND PSYCHOLOGY ACROSS INSTITUTIONS AND SYSTEMS
99



\$3.6M

in student awards & scholarships



600+

student award winners



\$955K

SSHRC & CIHR awards (federal grant award winners)



community engagement

For decades, the Werklund School has proudly placed an emphasis on our relationships with community partners. In collaboration with community, we are better able to advance our learning objectives, pursue more impactful research, and make a difference in society.

Partnerships provide a space to use innovative research, to enhance teaching and learning, and in many instances help fund initiatives that will improve the world.

For communities, this engagement provides access to educational expertise and professional authorities in school and applied child psychology and counselling psychology. It means Werklund's research capacities, when applied with and through communities, can help identify and solve problems, locally and globally.

Whether in K-12 classrooms or at non-profits, in museums or science centres, with foundations or in the private sector, government agencies or in post-secondary institutions, Werklund researchers and students are helping find solutions for new and long-standing issues.



BOOKS TO BUILD ON: A NATIONAL RESOURCE FOR K-12 LEARNING

A new online database initiated by Drs. Aubrey Hanson and Erin Spring will help teachers across Canada build the foundational knowledge they require for integrating Indigenous knowledge and perspectives into K-12 classrooms.

Books to Build On: Indigenous Literatures for Learning provides detail on more than 250 books, poems, songs, art collections and websites by Indigenous creators. Lesson plans outlining how the resources can be applied in the classroom accompany many of the entries.

Created through broad community consultation, Hanson and Spring believe that teachers who consult the repository will find support in addressing the Truth and Reconciliation Commission's education-related Calls to Action.

check out the books



COMMUNITY-LED RESEARCH ENGAGING INDIGENOUS YOUTH

In partnership with Peace Wapiti and Fort Vermilion students, teachers, Elders, community members and the schools' Indigenous education co-ordinators, Eyes High Postdoctoral Scholar Dr. Jennifer Markides is exploring methods for increasing engagement with Indigenous students.

Relationship-building is the starting point for this community-led research. While she brings experience and knowledge about holistic Indigenous well-being, Markides places the interests of the communities she is working with first and is mindful not to impose her ideas of success or engagement on them.

Markides understands that community buy-in will help ensure the work, partially funded by partner Pembina Pipeline, will remain sustainable beyond the length of the research time frame.

In recognition of her research and scholarship, Markides was recognized with the Emerging Voices in Indigenous Scholarship/Researcher Award 2021 from the Indigenous Inquiries Circle Awards.

EDUCATION PARTNERSHIPS REACHING ACROSS ALBERTA AND BEYOND

Making education accessible for persons living in remote and rural communities is of utmost concern to the Werklund School. Since 2015, when Werklund established a community-based pathway towards a Bachelor of Education, the program has grown to include students from across five provinces and territories (AB, BC, MB, NU, NT). Partnerships with post-secondary institutions such as Lakeland College in Lloydminster and Northern Lakes College, Slave Lake, among others, are providing new opportunities to students, allowing them to complete a UCalgary BEd degree without leaving home.

Through partner-sponsored bursaries and credit transfers, and with support from donors such as the Ptarmigan Charitable Foundation's Indigenous Education Fund, students are accessing education, growing their capacities, and serving their communities, without being forced to relocate to urban centres.

SUPPORTING PARTNER TEACHERS AND PROFESSIONAL GROWTH

Werklund School is proud of the relationships we have built with over 940 partner teachers who ensure our student teachers learn and grow during their field experience in school classrooms. Helping partner teachers develop their toolkit, advance professionally and grow their networks, professors at Werklund offered their time and talent in a four-part professional learning and mentorship series covering topics identified by teachers, including blended and online learning, teacher wellness, Indigenizing education, and teaching for diversity.



MULTILINGUALISM: FOSTERING A SENSE OF BELONGING EMPATHY & SOCIAL JUSTICE

In partnership with the Calgary Board of Education, Dr. Rahat Zaidi and Dr. Umit Boz organized an international workshop, "Shifting Linguistic Landscapes", broadcast live and via podcasts through voicEd Radio, with funding from a SSHRC Connection grant. Inviting interaction between top scholars and educators, the conference, with over 1000 attendees, explored how research-informed multilingual and transcultural strategies can advance equity and inclusion in schools. For these efforts and more, Zaidi received the 2020 Alberta Teachers Association Educational Research Award, and the 2021 AERA Division K Innovations in Research on Equity and Social Justice in Teaching and Teacher Education Award.



DOCUMENTARY EXPLORES INTERGENERATIONAL IMPACT OF RESIDENTIAL SCHOOLS

Kainai High School's participation in the Werklund School's semi-annual Youth Leadership Forum provided Dr. Shirley Steinberg an opportunity to reconnect with the community she had lived and taught in years ago.

Initially planning to make a film about a lodge, or Elders' Room, built with funding support through the youth forum, Steinberg changed direction to focus on Kainai Blood Tribe Elder Peter Weasel Moccasin and granddaughter Karsen Black Water's candid discussion of Canada's Indian Residential School system. The result is a powerful, award-winning documentary that has been screened around the globe.

300

community partnerships

16

international partnerships

83

school district partnerships across AB, BC, MB, NU & NWT

collective well-being

Confronted by a global pandemic, this year challenged and tested the health and well-being of our communities. Lockdowns, illness, job loss, the irregular closure of schools and move to online studies and work exhausted everyone. Add to this the social upheaval in response to police killings and protests against systemic racism towards Black, Indigenous, and People of Colour (BIPOC), it is clear that our collective well-being has never been so important.

At the Werklund School, collective well-being is a pillar of our academic plan, inviting us to commit ourselves to raising awareness and promoting well-being in an effort to help others realize their potential.

Using a more holistic approach, professors are encouraged to engage their students, research and teaching and learning, in ways that incorporate health and wellness. Like Drs. Astrid Kendrick and Theodora Kapoyannis, directors of field experience for pre-service teachers at Werklund, who challenged student teachers to focus on self-care, and share it on social media. Participating students logged over 15,000 minutes doing something that positively impacted their health and for the benefit of others, as well.



RECOVERING FROM COMPASSION FATIGUE AND BURNOUT ASTRID KENDRICK

Collective well-being permeates Dr. Astrid Kendrick’s research, writing and public outreach. She believes ignoring growing teacher burnout will harm student learning experiences as well as the profession, and that addressing these issues is a community responsibility.

Continued underfunding coupled with staffing cuts has resulted in increased teacher workloads and contributed to compassion fatigue, an affliction only recently recognized as a problem for educators.

How can healing can begin? By understanding the impact of school culture, building wider community support for educators’ work, using personal self-care strategies and accessing professional supports and resources, Kendrick advises. In her role as a director of field experience at the Werklund School, Kendrick is helping ensure student teachers are prepared to cope with the day-to-day challenges of the classroom.



MODELLING RECONCILIATION: EDUCATORS BUILDING BRIDGES YVONNE POITRAS PRATT & PATRICIA DANYLUK

Inspired by the Truth and Reconciliation Commission’s Calls to Action, Métis scholar, Dr. Yvonne Poitras Pratt and allied scholar, Dr. Patricia Danyluk, developed a series of reconciliatory learning activities for student teachers and post-secondary researchers.

This Taylor Institute of Teaching and Learning-funded series entitled, Building Connections Between Indigenous and Non-Indigenous Peoples, Communities and Schools, emphasizes learning by doing through service-learning opportunities for student teachers in on-reserve schools, leadership gatherings among diverse scholars experienced in research with Indigenous peoples, and a four-course graduate certificate program.

The multi-year project demonstrated how a trusting collaboration between an Indigenous and non-Indigenous scholar could make strides towards reconciliatory goals in education. For this work, Drs. Poitras Pratt and Danyluk were recognized with the 2021 Alan Blizzard Award for excellence in collaborative teaching and learning in post-secondary education.



FROM PLENARIES TO PODCASTS: INNOVATION ADVANCES LEARNING IN HEALTH & WELLNESS SHELLY RUSSELL-MAYHEW

Even before the pandemic, instructors in the Comprehensive School Health and Wellness course (a BEd requirement) suspected the format of their 75-minute plenary lecture followed by a three-hour lab was creating cognitive fatigue for learners.

In collaboration with Ever Active Schools, Dr. Shelly Russell-Mayhew and her Body Image Research Lab worked to inspire the students, by reformatting lecture content into podcasts, breaking up learning and permitting students to prioritize their own well-being through their studies. Using podcasts allowed students to exercise, get outside, or develop a hobby while simultaneously learning course content.

Funded by a Development and Innovation Grant from the Taylor Institute of Teaching and Learning and another from the McConnell Family Foundation, the series is titled Conversations on School Health, and includes over 15 hours of edited interviews with 25 experts, covering 20 topics concerning school health, and is part of Ever Active School’s The Podclass.

- Almost 4,000 unique listeners
- More than 11,400 downloads
- Listeners in 41 countries

66 RAISING AWARENESS AND PROMOTING WELL-BEING IN AN EFFORT TO HELP OTHERS REALIZE THEIR POTENTIAL

get the podcasts



responding
to covid-19

Since March 2020 and throughout the pandemic, Werklund researchers and students offered their time and expertise to support the community and each other, focusing research and providing services in areas of public need.

Like Dr. Kelly Schwartz who, in collaboration with colleagues at the Werklund School and Cumming School of Medicine, studied student mental health during the pandemic and access to resiliency supports. This research, gathered across Alberta's largest metropolitan school districts, helped inform system-wide decisions and strategies that could lead to more evidence-informed programming.

FREE COUNSELLING FOR CHILDREN & PARENTS INTEGRATED SERVICES IN EDUCATION CLINIC

The Werklund School's Integrated Services in Education clinic stepped up to provide nearly 600 hours of free counselling to Albertans experiencing pandemic-related issues including distress, sleep disturbances and mood-management difficulties.

The two programs; Strong Mind, Strong Me and Strong Parents, Strong Kids were facilitated by graduate students in School and Applied Child Psychology and Counselling Psychology, under the supervision of experienced registered psychologists.

Participants developed self-care and coping strategies and received guidance for recognizing, understanding and managing their COVID-19-related feelings and behaviors. The payoff: increased resilience that will aid individuals to sustain social, emotional and mental well-being. to cope with the day-to-day challenges in the classroom.

PARTNERING TO SUPPORT SCHOOLS

Werklund School scholars pivoted their collaborative research efforts to address the impact of COVID-19 in Alberta school districts. With the support of Alberta Education Partnership Grants, impact focused on supporting schools, including identifying the implications for marginalized populations.

Studies addressed the empowerment of vulnerable newcomer youth during the pandemic, the wellness of international students in Alberta schools, improving COVID-19 management in kindergarten classrooms, and supporting immigrant families in the resettlement process.

IMPROVING ONLINE TEACHING

Offering online education for more than two decades, Werklund faculty were well-prepared to move classes online at the start of the pandemic. As an additional support, the Office of Teaching and Learning provided ongoing assistance to other faculties while sharing an Online Pedagogy Series to sessional staff and new faculty networks, with 38 sessions for 1,280 participants, including students, faculty and community members. Webinars were innovative and many were designed in collaboration with school partners to ensure greatest impact.

towards
the future

There is excitement in looking forward to 2021-2022. When we return to campus this fall, the Werklund School will begin engaging in a faculty-wide exercise to develop our next five-year strategic plan aligned with the University of Calgary's Growth Through Focus strategy.

Confronted with reduced funding, the recent disruption in post-secondary education, and an ongoing economic recession, this is the perfect time to reimagine how Werklund can help students and our community further advance education and psychology for the betterment of humanity, locally and internationally. None of this would be possible without the continued commitment of our community: the students, faculty and staff, our alumni, donors and partner organizations.

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. | EQUITY, DIVERSITY AND INCLUSION COLLABORATION AND COLLECTIVE RESPONSIBILITY INNOVATION AND CREATIVITY PERSONAL WELLNESS AND COLLECTIVE WELL-BEING SUSTAINABILITY AND SOCIAL JUSTICE | GUIDED BY RESEARCH AND THROUGH PURPOSEFUL COLLABORATIONS, WE WILL INFLUENCE AND ADVANCE EDUCATION POLICY AND PRACTICE. |



*Maclean's University Rankings 2021



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2020 /
2021

COMMUNITY
REPORT

WERKLUND SCHOOL
OF EDUCATION