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working  
together for  
the future  
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VALUES, STRATEGY

pillars of the  
werklund school  
academic plan

a message  
from our dean



HOW WE SUPPORT  
CHILDREN AND YOUTH  
IN SCHOOLS AND  
COMMUNITIES IS AT  
THE CORE OF OUR  
SCHOLARSHIP  
IN RESEARCH AND  
IN PRACTICE.

It is not an exaggeration to say we have come through a particularly difficult period given the political, economic and social challenges in education and society. For some, the hardships were manifold, and I am humbled by the way our students, staff and faculty rose to meet these challenges, being responsive to multiple and competing demands.

How we support children and youth in schools and communities is at the core of our scholarship in research and in practice. This includes creating the conditions for all children to feel valued, heard and empowered.

Over this past year, the Werklund School of Education has watched with pride as pre-service teachers adapted to the changing school environment necessitated by the pandemic. Our colleagues reached out to school districts, organizations and community, responding to the call to speak to the provincial government's proposed K-6 curriculum, to advance reconciliation in and with our communities, and to quickly address the demands that COVID-19 presented for the health and wellbeing of our children, youth and adults. This is the work of the Werklund School.

In addition, we recognize the collective responsibility to provide a space to dialogue about the future of education, and to respond to, and be held accountable for, disrupting the systemic disadvantages that create barriers for all children to thrive and flourish. Finally, we see incredible potential and value in honouring the knowledge and traditions that our newcomers bring to communities and to classrooms.

It is my pleasure to share with you some of the highlights from 2021-2022 and the many ways Werklund researchers, students and our work with community partners continue to influence change, locally and globally.

None of this would be possible without the backing of the students, staff, alumni and community supporters of the Werklund School. Thank you for your contributions.

I look forward to achieving more with you in the years to come.

**Dr. Dianne Gereluk**  
Dean, Werklund School of Education



# research impact

At the Werklund School of Education, 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.



NAVIGATING TRUTH: TEENS AND SOCIAL MEDIA DURING COVID-19  
**CATHERINE BURWELL, MAREN AUKERMAN AND DAVID SCOTT**

Current media ecologies are complex and characterized by an ever-increasing quantity of information but also rampant circulation of misinformation. Understanding how youth think about COVID as they navigate complicated streams of communication can inform how we educate young people on various issues. How can educators help youth become savvy consumers of news? How does society influence how they sort through the information they encounter and navigate the tricky territory of competing and sometimes unreliable information?

In this unique collaboration, educational researchers at Werklund have come together to investigate a curriculum and pedagogy that can best help students navigating today’s challenging information landscapes.

Researchers with backgrounds in social studies (Dr. David Scott), literacy (Dr. Maren Aukerman) and media education (Dr. Catherine Burwell) set out to provide a vivid and timely picture of how youth think about, use, and act on information at a moment when information is increasingly unstable and divisive.

With funding from the US-based Spencer Foundation, the team gathered 716 surveys and conducted 67 in-depth interviews with youth across North America about their experiences understanding and processing COVID-related media.

Beyond fact checking, the study found that relationships with family and friends play an integral role in sense-making, allowing youth the space not simply to consume but rather to consider, discuss, debate and actively assess information. Youth are not simply reading and consuming information alone, but rather engaging in discussions and deliberations with family and peers. The research points to the role dialogue and other collaborative sense-making practices have in enhancing classrooms, allowing youth to express, consider and listen to varying viewpoints as they shape their own perspectives and make decisions about how to act in the world.



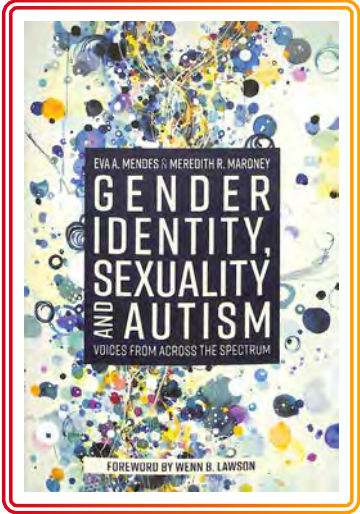
GENDER IDENTITY, SEXUALITY  
AND AUTISM: VOICES FROM  
ACROSS THE SPECTRUM  
**MEREDITH MARONEY**

Dr. Meredith Maroney is illuminating the interpersonal and systemic mechanisms of oppression that impact the sexual and gender minority community, specifically those individuals at the intersection of autism and LGBTQ+ identities.

During her years working in clinical settings with autistic adolescents and young adults, Maroney became aware of autistic clients exploring sexual and gender identities. Regrettably, these conversations were largely absent from clinical training, services and research.

One of Maroney’s recent undertakings that addresses this gap is her book Gender Identity, Sexuality and Autism: Voices from Across the Spectrum. Co-authored with Eva Mendes, the publication is a collection of narratives shared by those on the dual spectrum. Themes revealed through these personal accounts include an awareness of sexual orientation and/or gender identity from a young age and the importance of finding communities of support. The authors believe the insights imparted will benefit the public as well as clinicians working with this population.

The Society for the Psychology of Sexual Orientation and Gender Diversity honoured Maroney and Mendes with the 2021 Distinguished Book Award.







MULTIDISCIPLINARY TEAM  
INVESTIGATES RELATIONSHIP  
BETWEEN HEALTH AND  
HYDRAULIC FRACTURING  
IN ALBERTA  
**CARLY MCMORRIS**

Werklund’s Dr. Carly McMorris is among a diverse group of UCalgary researchers investigating maternal and child health, child development, regulations and policy related to hydraulic fracturing in Alberta.

The scientists, experts in medicine, education, engineering, geography, science and law, discovered a link between the density of fracking operations and increased risk for poor health outcomes for pregnant people and their babies.

The study revealed that the rate of spontaneous preterm deliveries, birth before 37 weeks, increased significantly relative to the number of fracturing sites within 10 kilometres of the residence.

The team also found the risk to maternal and child health increased with the density of fracked well sites close to the home versus the distance from the well site. Data showed the risk of small for gestational age jumped from eight per cent for those exposed to one-to-24 wells to 12.6 per cent for those exposed to 100 or more wells.

Being born too early or too small can have long-lasting health and developmental impacts for children and has been shown to be a strong predictor of later cardiovascular disease in mothers.

The researchers say the findings will provide evidence that could help inform future decisions and practices related to fracking.



WERKLUND RESEARCH  
PROFESSOR HIGHLIGHTING  
THE POTENTIAL IN CULTURAL  
AND LINGUISTIC DIVERSITY  
**RAHAT ZAIDI**

Aiming to advance social justice, equity and inclusion in the immigrant experience, Dr. Rahat Zaidi studies the intimate connection between language, culture and identity, and uses her scholarship to underscore the untapped power within diversity.

This year, following a competitive internal process, Zaidi’s commitment to this research earned her an appointment as a Werklund Research Professor.

The acute need for Zaidi’s work is evidenced by Canada’s multilingual, multi-ethnic classroom demographic, which, in part, has been precipitated by global crises that continue to impact refugee communities. Her research has created opportunities to better understand how literacy and language learning can be made more inclusive for minority students and their families. Zaidi’s aim in engaging these communities is to support them in developing a stronger voice and active role in their education.

Zaidi has focused her research on influencing teacher practice and student perceptions of diversity, better integrating collaborative and intergenerational involvement in schooling and reframing educators’ critical consciousness of ‘the other’.

Recognizing  
award-winning  
faculty  
2021 to 2022

Jac Andrews

Fellow of the Canadian Psychological Association 2022

Sarah Eaton

European Network for Academic Integrity Award for Exemplary Research 2022

Michele Jacobsen

Canadian Education Association/EdCan Network Honorary Lifetime Membership 2021

Darren Lund

Alberta Teachers’ Association Public Education Award 2022

Ahstanskiaki Sandra Manyfeathers

Indspire Guiding the Journey Indigenous Educator Award – Language, Culture and Traditions 2021

Meredith Maroney

American Psychological Association (Division 44) - Society for the Psychology of Sexual Orientation and Gender Diversity Distinguished Book Award, 2021

Shelly Russell-Mayhew, Louise McClelland & Kerri Murray

Society for Teaching and Learning in Higher Education D2L Innovation Award in Teaching and Learning 2022

Dennis Sumara

The Society of Professors of Education Outstanding Book Award 2022

Rahat Zaidi

City of Calgary Award in Education Community Achievement Award, Education 2021

University  
of Calgary  
Awards

Catherine Burwell

Students’ Union Teaching Excellence Award 2022

Nadia Delanoy

Students’ Union Teaching Excellence Honourable Mention 2022

Sharon Friesen

University of Calgary Arch Award for Career Achievement 2021

Michael Holden

Students’ Union Teaching Excellence Honourable Mention 2022

Michele Jacobsen

University of Calgary U Make a Difference Award 2021

Michele Jacobsen & Hawazen Alharbi

University of Calgary Award for Educational Leadership (Group) 2021

Polly Knowlton Cockett

University of Calgary Teaching Award for Sessional Instructors 2021

Darren Lund

University of Calgary, Equity, Diversity and Inclusion - Team Award (with David Este, Kathleen Sitter, Kimberly Van Patten, Peter Gabor and Sheliza Ladhani) 2022

Adam McCrimmon

Graduate Students’ Association Excellence in Teaching 2022

Soroush Sabbaghan

University of Calgary Award for Teaching in Online Environments 2021

Miwa Takeuchi

University of Calgary Teaching Award for Full-Time Academic Staff, Associate Professor 2021

89

academic  
faculty

\$6.7M

in research  
funding

2

Canada  
research chairs

20

awards for excellence  
in teaching, research  
& community

18

postdoctoral  
scholars

9

research  
professorships



# Postdoctoral scholarship at Werklund

The Werklund School continues to attract talented postdoctoral scholars who join our faculty in conducting meaningful research, deepening their expertise and acquiring new skills, while being supported and mentored by experienced colleagues.

IN 2021-2022, THE WERKLUND SCHOOL WELCOMED 18 POSTDOCTORAL ASSOCIATES:

SANDRA BECKER

Researching shifting elementary educators from best practice to invention in a school makerspace community of practice, with supervisor Dr. Doug Clark

SARAH EL HALWANY

Researching equity and inclusion for BIPOC students in STEM higher education, with supervisor Dr. Jennifer Adams

JESUS ENRIQUE HERNANDEZ ZAVALETA

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

TOWANI DUCHSCHER

Researching decolonizing literacies, with supervisor Dr. Kim Lenters

MICHELLE HAWKS

Bringing historical analysis to mathematics education policy with an eye towards achieving equity for groups that have been marginalized in mathematics, with supervisor Jo Towers

EVERTON JACINTO

Working with codifications, analysis, and scientific productions of research data related to transforming mathematics identities, body marking in math classrooms, and emotional domains and metaphors for mathematics learning, with supervisor Dr. Jo Towers

JEAN KAYA

Researching critical literacies and intercultural competence of culturally and linguistically diverse pre-service teachers, with supervisors Drs. Roswita Dressler and Kim Lenters

MAHATI KOPPARLA

Positioning mathematics and scientific literacy towards environmental and social justice, with supervisor Dr. Miwa Takeuchi

JINGZHOU LIU

Examining ethnocultural organizations’ role in supporting immigrant settlement and integration in the Prairie provinces, with supervisor Dr. Shibao Guo

SHIMENG LIU

Investigating culturally responsive and psychometrically sound classrooms to improve engagement and achievement in STEM for girls and emergent bilinguals, with supervisor Dr. Kim Koh

FANNY MACE

Researching French-speaker identity construction and language ideologies, with supervisor Dr. Sylvie Roy

MAXINE MYRE

Designing and implementing research addressing complexities linked to unhealthy weigh-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

An inaugural recipient of the Provost’s Postdoctoral Awards for Indigenous and Black Scholars, while 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 (JONES)

Researching neurodevelopment disorders in children, with supervisor Dr. Carly McMorris

CHRISTINA WHITE PROSSER

Researching the impact of educational technology on adult learners who struggle with literacy, cognitive diversity, and English language learning in correctional education with Correctional Service Canada, with supervisor Dr. Roswita Dressler

OLIVER WILSON

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



# student excellence



The Werklund School is committed to providing a transformative student experience for undergraduates and graduates alike, offering programs that combine theory and innovative practice, both inside and outside the classroom.

Photo courtesy of Jason Valleau

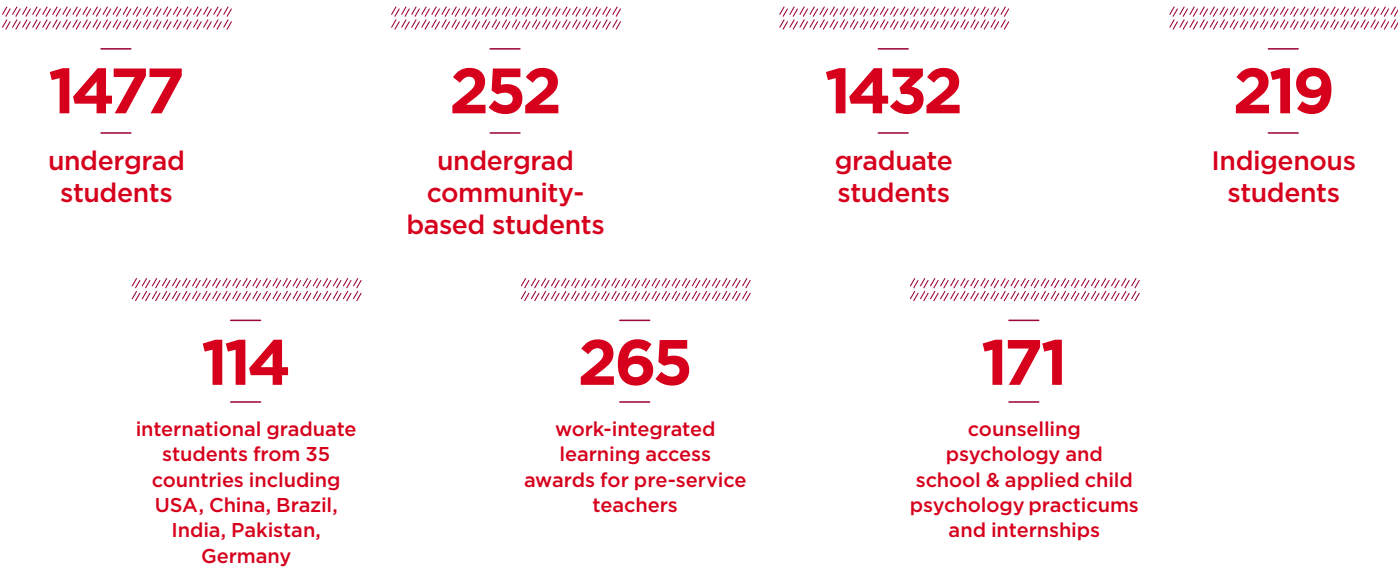
## DECOLONIZING THE MUSIC ROOM JASON VALLEAU, PURE AWARD

After 25 years touring the world as a professional musician, Jason Valleau realized a long-delayed goal of earning his Bachelor of Education degree. Valleau views the breadth of life experience he brings to his teaching practice as a potential boon to his students, feeling he may not have been as effective in the classroom then as he is today.

During his studies, Valleau garnered a Program for Undergraduate Research Experience (PURE) award with the intention to create lesson plans respecting Stoney Nakoda and Tsuut'ina Nation drumming and singing for Indigenous and non-Indigenous music classes. The musician quickly realized the value of his international experiences as he came to understand this was a complex and sensitive undertaking.

To build trusting relationships with the communities in which he was working during his teaching practicums, Valleau began by deconstructing commercially accessible pop music. Once trust had been established, he then introduced music by such Indigenous artists as the Northern Cree Singers into the lessons.

Looking forward, Valleau hopes to use music to foster meaningful and long-lasting relationships between communities.



## UNDERGRADUATE EXPERIENTIAL LEARNING (PLACEMENTS WITH COMMUNITY PARTNERS INCLUDING AGENCIES, ORGANIZATIONS AND SCHOOLS.)

Service-learning	74
K-12 online tutors	123
Mentorship program	71
Land-based learning	78
Professional learning	53
Teaching Across Borders	46



228 TOTAL PARTICIPANTS



# The intersection of practice and purpose

**For post-secondary students, learning in the community isn't a new concept—especially when it comes to those who have chosen education as a profession.**

The Werklund School of Education has championed out-of-the-classroom and into-the-field opportunities for more than 20 years.

Today, the integration of student and community has evolved to the next level. Work-integrated learning, experiential learning and service learning all provide opportunities for a deeper understanding of the leadership role every teacher plays within the communities in which they serve. And new field experiences go well beyond the obvious connections; while students grow in their teaching and learning practices, they are also encouraged to think more deeply about how their actions as teachers can affect the world outside the classroom. These new opportunities have become key components in integrating practice with purpose.

For example, one section of the undergraduate course, Design for Learning, led by Dr. Jackie Seidel, and doctoral candidate Stephanie Bartlett focused on Highfield Regenerative Farm—a project that serves an immediate need in the community but also provides for connection to multiple community partners and focuses on aspects of sustainable farming—in areas like food security, urban farming, environmental stewardship. Students are asked to move beyond the community to consider how the work they do addresses bigger issues, such as the United Nations Sustainable Development Goals (SDGs).

With a focus on Indigeneity, place-based learning, and human-centred design, new opportunities are constantly being developed to deepen learning experiences and introduce students to a greater understanding of how what they do in the field is critical to the communities in which they are working, locally and globally. It's an holistic approach to education, one that integrates the practical and philosophical aspects of education.

46

Teaching Across Borders participants (including 38 students, virtually, from Brazil, Japan, Spain, USA and Vietnam)

123

service-learning placements

10

community partners

5

community-based BEd partnerships with colleges across Alberta







IMPACTING YOUTH THROUGH  
THE CLASSROOM  
**EVAN BECK, WERKLUND  
COMMUNITY ENGAGED  
LEADERSHIP AWARD**

As a social worker, Evan Beck worked with marginalized individuals coping with poverty and addiction, many of whom seemed trapped in vicious cycles that continued to negatively impact their lives. Receiving the Werklund Community Engaged Leadership Award, Beck returned to UCalgary and the Werklund School to study education, believing he could have a greater influence on youth from an earlier stage by engaging them in the classroom. In his practicum placements, he has found a space where he can use his previous life experience to better understand and provide valuable educational support to youth when they need it most.

Next year, Beck is undertaking undergraduate research that explores the negative influence screen time has on the mental health and academic scores of Canadian teens. His hope is to better understand the impacts in order to potentially change young people's digital practices for the better.



EXAMINING TRANSPHOBIA  
WITHIN SCHOOL SYSTEMS  
**JAMIE ANDERSON, WERKLUND  
DOCTORAL SCHOLAR**

Inspired by his MEd'20 at the Werklund School, Jamie Anderson enrolled in the PhD in Educational Research program, specializing in curriculum and learning.

Anderson, who was awarded the Werklund Doctoral Scholarship, is researching LGBTQ2S+ teacher experiences, examining the complex and interconnected structures upholding transphobia in school systems. He explains that the 'closet' remains an imperative of teacher professionalism, with transgender teachers made to feel that foundational aspects of their identities should not be disclosed. Despite an increase in LGBTQ2S+-inclusive legislation and policies, strong resistance to gender and sexual diversity in Canadian schools remains. Building on his master's thesis, this study will compare the experiences of teachers across Alberta, British Columbia and Ontario to understand how transgender teachers navigate their identities in response to expectations of professionalism; how provincial policies and politics influence the experiences of trans teachers; and what futures exist for trans-inclusive teacher professionalism.



UNDERSTANDING PARENT-CHILD  
RELATIONSHIPS CONNECTED TO  
MASS SCHOOL VIOLENCE  
**VICTORIA PASYK, WERKLUND  
DOCTORAL SCHOLAR**

Combining her passion for psychology and law, Victoria Pasyk, JD'16, MSc'19, is investigating parent-child relationships of youth who have planned, threatened, attempted or carried out targeted or mass school violence. By exploring the perspectives and experiences of parents of children in this population, Pasyk hopes to provide greater insight into family dynamics of youth who have carried out school shootings, and inspire further research in this area.

As a researcher and practitioner, Pasyk's interest in forensic psychology is a driving force in her commitment to providing services to underserved populations. During her studies she created an updated theoretical model for engaging with clients who have offended, while exploring topics of school violence, psychopathy, as well as the impacts of COVID-19 on youth mental health. Pasyk, who is a registered provisional psychologist, has also supported UCalgary's Wellness Centre in implementing a Campus Mental Health Strategy evaluation and the National Standard for Post-Secondary Mental Health. Awarded the Werklund Doctoral Scholarship, Pasyk continues to focus on her long-term ambitions of becoming a forensic psychologist, academic and researcher.

—————  
\$2.6M  
—————  
in student awards  
& scholarships

—————  
905  
—————  
partner teachers  
supported our  
students during  
practicum

—————  
450  
—————  
student award  
winners

—————  
958  
—————  
pre-service teachers  
filled 1742 student  
teacher placements,  
in 380 schools, across  
85 school districts,  
including in 165 rural  
and remote schools.



—————  
19%  
—————  
pre-service teacher  
placements in rural  
and remote sites



On the National Day for Truth and Reconciliation, students and staff gathered at the Medicine Wheel, Nose Hill. Students were invited to make personal commitments to how they would integrate truth and reconciliation into their teaching.

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I WILL PUSH MYSELF OUT OF MY COMFORT ZONE AND ATTEMPT TO CHAMPION INDIGENOUS RIGHTS IN ALL OF MY CLASSROOMS - PRIORITIZING THE 'NOTHING ABOUT US, WITHOUT US' APPROACH.

Werklund undergraduate student

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I WILL HONOUR INDIGENOUS PEOPLES BY CELEBRATING THEIR STORIES, KNOWLEDGE, AND IDEAS WITH MY STUDENTS. I WILL INCORPORATE INDIGENOUS TEACHINGS INTO MY LESSONS THROUGHOUT THE YEAR, USING INDIGENOUS AUTHORS AND SPEAKERS TO EXPLORE THE TRUTH THAT'S BEEN LEFT BEHIND. I WILL ENCOURAGE STUDENTS TO REACH FOR A DEEPER UNDERSTANDING AND TO BROADEN THEIR KNOWLEDGE ON RECONCILIATION.

Werklund undergraduate student

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# community engagement

With an emphasis on collaborative partnerships, Werklund researchers are well positioned to amplify ideas and exchange knowledge with communities. Whether in K-12 classrooms or non-profits, with higher educational institutions or government agencies, the Werklund School continues to confront society's most pressing issues.

## WERKLUND ACADEMIC FACULTY COUNTER REGRESSIVE DRAFT CURRICULUM

Dedicated to student success and learning, Werklund researchers participated in vigorous debate, in the media and in public presentations, where they provided valuable critique of the opportunities and challenges within the Alberta Government's proposed Kindergarten to Grade 6 curriculum, including but not limited to social studies, mathematics and literacy.

During a UCalgary Alumni All Access event, a panel of Werklund researchers and practitioners were joined by ATA President Jason Schilling in helping plot a way forward through the draft curriculum with the aim of ensuring student success.

Offering meaningful analysis, scholars noted positive elements within the province's draft, including a commitment to a knowledge-rich math curriculum and departure from unsubstantiated notions of personalized strategies for learning. But several other problems were recognized, including a disturbing Eurocentric approach to social studies with little or no effort toward decolonizing or Indigenizing education, few opportunities for students to engage in critical thinking, apply their literacy understandings, or navigate the digital world. Likewise, within math learning, researchers noted concerns with content-heavy learning outcomes and a failure to consult current and available evidence-based knowledge.

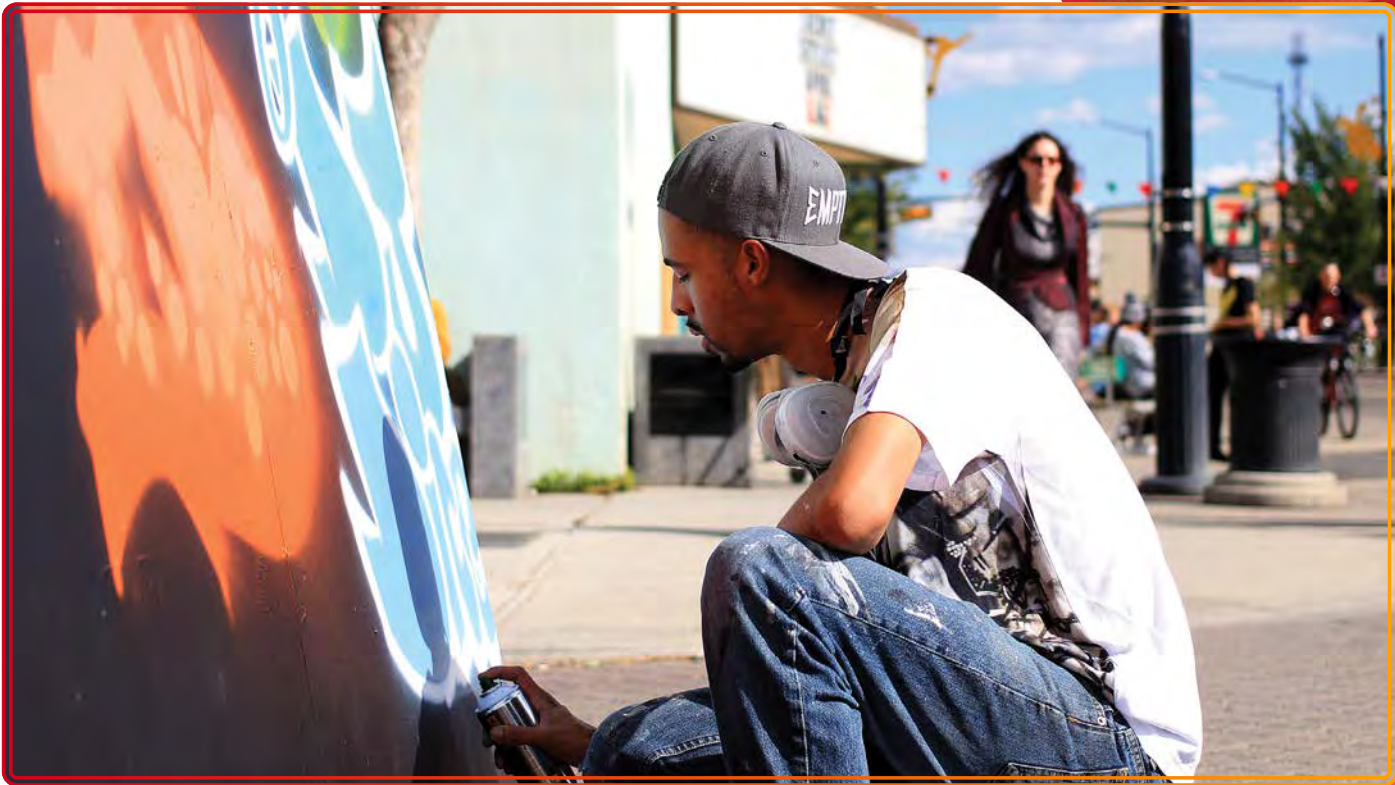


Photo courtesy of AJA Loudon

## ACADEMIC, INDIGENOUS AND ARTS COMMUNITIES TEAM UP TO DECOLONIZE UNDERSTANDINGS OF LITERACY TOWANI DUCHSCHER AND KIM LENTERS

In 2022, the Werklund School hosted four workshops in collaboration with the Calgary Public Library, bringing artists, educators, knowledge keepers and researchers together to challenge narrow definitions of literacy.

Werklund School Postdoctoral Associate Dr. Towani Duchscher partnered with Canada Research Chair Dr. Kim Lenters to lead the Mobilizing Anti-racist, Arts-based, and Land-based Literacies: Working Together to Decolonize the English Language Arts series.

Funded by a Social Sciences and Humanities Research Council (SSHRC) grant, participants discussed the multiple ways individuals have for connecting and communicating with the world as an important step toward decolonization. With workshops spanning hip hop, graffiti art and Indigenous land-based learning, community members were invited to reframe their understanding of literacy beyond reading and writing by making space for, and valuing, the diverse ways people 'read' the world.

To ensure authentic knowledge exchange, Lenters and Duchscher invited a diverse lineup of speakers to address arts-based, land-based and anti-racist literacies. Presenters included Dr. Bianca Nightengale-Lee; local artists AJA Loudon and Ajay Musodi; and Ahstanskiaki Sandra Manyfeathers and Lesley Tait.

**COUNTERING A REGRESSIVE CURRICULUM:**  
A Dialogue on Nurturing Student Success and Learning

DATE: OCT. 4, 2021  
TIME: 6:30 - 8 P.M.  
DELIVERY: ONLINE

**FAIL**

Alumni all-access





**WERKLUND SCHOOL  
INDIGENOUS EDUCATION  
SYMPOSIUM – CALGARY  
TEACHERS’ CONVENTION**

In Werklund’s 2022 symposium at the Calgary City Teachers’ Convention, Anishinaabe journalist Tanya Talaga provided a keynote address, Truth Before Reconciliation, sharing an incisive analysis of current Indigenous-settler relations in light of historical truths of colonization, specifically but not limited to the legacy of residential schools.

Following the keynote, Werklund researchers offered workshops providing K-12 teachers with a better understanding of how educators can name the truths of colonization and with their students, embark on the work of reconciling relations between Indigenous and non-Indigenous people. In two separate sessions, Drs. Yvonne Poitras Pratt and Patricia Danyluk, Aubrey Hanson and Erin Spring provided teachers with ideas and supports, exploring means for introducing reconciliation and Indigenous literature into classrooms,



**MATH MINDS PARTNERSHIP  
EXPANDING WITH SUPPORT  
OF TD READY CHALLENGE  
BRENT DAVIS**

Math Minds, a unique partnership between the Werklund School, school districts in Alberta and British Columbia, and JUMP Math, was awarded a \$750,000 grant by the TD Bank Group, in their 2021 TD Ready Challenge.

The Math Minds initiative equips educators with proven teaching strategies for improving student achievement through nuanced engagements with mathematics concepts and principles of learning. The model addresses matters of lesson structure, content knowledge, classroom resources and attention-focusing strategies.

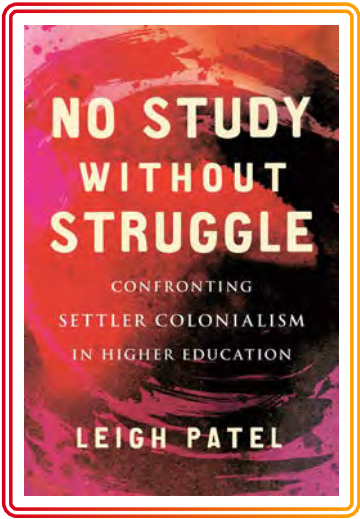
From 2012-2017, the Math Minds team tracked significant, year-over-year improvements in the learning of 363 elementary level participants. Students demonstrated enhanced computational fluency, conceptual understanding and problem solving.

While the gains are significant, so too are the long-term implications. Math Minds team member and Werklund School Research Professor Dr. Brent Davis says that learners do not experience a one-time boost in achievement but continue to accelerate as they experience this manner of teaching.



**WERKLUND PUBLIC  
LECTURE: CONFRONTING  
SETTLER COLONIALISM  
IN HIGHER EDUCATION  
LEIGH PATEL**

While post-secondary learning is widely regarded as a path to improvement and greater opportunity, the University of Pittsburgh’s Dr. Leigh Patel says this narrative obscures the legacy of settler colonialism upon which higher education institutions in North America have been built. As a result, universities and colleges remain a source of opportunity for some, but a site of struggle for many more.



In March, the Werklund School welcomed Patel as guest speaker for the Werklund Public Lecture where she discussed the contested space and competing narratives that characterize post-secondary learning as well as the role intergenerational activism plays in bringing about change.

Addressing inequity, Patel said, often comes at the hands of community and campus youth-led movements. Patel believes youth are integral to challenging the status quo because they have a tendency to call out injustice.

Patel, whose research has demonstrated that study is crucial for the struggle for freedom, underscored the way forward for post-secondary institutions includes looking back and learning well the history and ongoing legacy and structure of colonialism.

305  
community  
partners

19  
international  
partnerships

85  
school district  
partnerships across  
AB, BC, MB and NWT



# collective wellbeing



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

## COMMITTING TO A 'WELLNESS STREAK' HELPS MANAGE WORK STRESSORS ASTRID KENDRICK & THEODORA KAPOYANNIS

During the pandemic, as rates of burnout and compassion fatigue were soaring, Werklund faculty members, Drs. Astrid Kendrick and Theodora Kapoyannis, decided to take action.

As field experience directors in Werklund's undergraduate program, the two wanted to promote wellbeing among the student teachers they were supporting. As a result, they challenged student teachers in their practicum courses to a #FieldSelfCareStreak. The "streak challenge" was to set aside 15-20 minutes of each workday to participate in a self-care activity throughout the field practicum course (usually four to six weeks coinciding with their kindergarten to grade 12 placement). They encouraged students to take a break, eat mindfully, or enjoy a walk with a colleague.

While Kendrick and Kapoyannis knew that setting and reaching positive self-care goals can improve wellbeing, helping relieve stress and promote team wellness, their challenge found traction not only in Calgary area schools, but continues to influence teachers and education practitioners across Canada.



## FOOD LITERACY CHAMPION EARNS SUSTAINABILITY AWARD PAM FARRELL

When Pam Farrell, a fourth-year doctoral candidate in the Werklund School, moved to the Niagara region to teach elementary and adult education, she didn't expect a lack of good food living in one of Canada's richest fruit-producing areas.

She learned from the parents she was working with that there was a liquor store, beer store, and dollar store, but no access to affordable groceries. Inspired by her graduate studies in food literacy, Farrell launched the GROW Community Food Literacy Centre in Niagara Falls.

The service, the first of its kind in Canada, offers a subsidized weekly market focused on fresh produce, meats, dairy, and importantly, alternatives that aren't available in typical food programs. They also offer food literacy programming and advocacy, with an eye to influencing the systems that create food insecurity in the first place.

Food literacy is the skills, knowledge and attitudes related to food, and it's where Farrell dug into her research to come up with her real-world solution to the pressing problem of food security.

For her contribution to a sustainable future in the community, Farrell was honoured with University of Calgary's 2022 Graduate Sustainability Award.





WERKLUND WELLBEING WALKS

As staff and students were returning to campus this spring, the Health Champions Committee at the Werklund School designed a walking series composed of ten markers intended to broaden the conversation on self-care while encouraging people to enjoy a short walk in support of personal and collective wellbeing. Developed in partnership with Ever Active Schools, each marker includes a QR code promoting a wellbeing activity, a UCalgary mental health initiative, and mindfulness resources.



DISABILITY THROUGH  
THE DISABLED LENS  
CHRISTINE SELINGER

Although disabled people make up 15 per cent of the world's population and are members of every social group, they face unnecessary hardship due to the stigmas, stereotypes and ableism prevalent in society. In April, as part of Werklund's Intercultural Stories and Conversations series, MEd student Christine Selinger led a workshop on everyday ableism and how we can work toward changing perceptions of disability as a step toward inclusivity and disabled equity. Selinger, who is an instructional designer with Canadian Blood Services and a consultant specializing in disability-related education and disability sex education, is also a two-time Paracanoe World Champion, and a volunteer for the City of Calgary Advisory Committee on Accessibility.

Learn more about wellbeing  
at Werklund



a new  
chapter

As we complete our academic strategic plan for 2017-2022, we close an exciting period in our growth. In the last five years, the Werklund School has made important strides in many areas including program and course development, the Indigenizing of curriculum, and the expansion of community-based programs. We have developed a supportive community for postdoctoral associates and worked to better integrate wellbeing initiatives into our faculty life.

In September, Werklund will launch a new strategic plan. A working group, composed of faculty, support staff and student representatives, has developed a five-year strategy for 2022-2027, one that is attentive to the changing needs of our community.

We remain committed to our vision of bettering humanity through education and psychology, to ensuring innovative research and scholarship, and a learning journey that prepares students to meet the complex challenges of the future. This is only possible through the support of our community, students, faculty and staff, alumni, donors and partner organizations. We thank you and hope you'll join us in 2022-2023, as we continue to reimagine both research and the student experience at UCalgary. Start something with us today.



UNIVERSITY OF  
CALGARY



Start  
something.



our vision

Our vision

BETTERING HUMANITY THROUGH EDUCATION AND PSYCHOLOGY.

Our mission

INTEGRATING PURPOSEFUL PROGRAMS WITH MEANINGFUL RESEARCH RESPONSIVE TO THE NEEDS OF LEARNERS AND COMMUNITIES.

Our core values

EQUITY, DIVERSITY AND INCLUSION.

COLLABORATION AND COLLECTIVE RESPONSIBILITY.

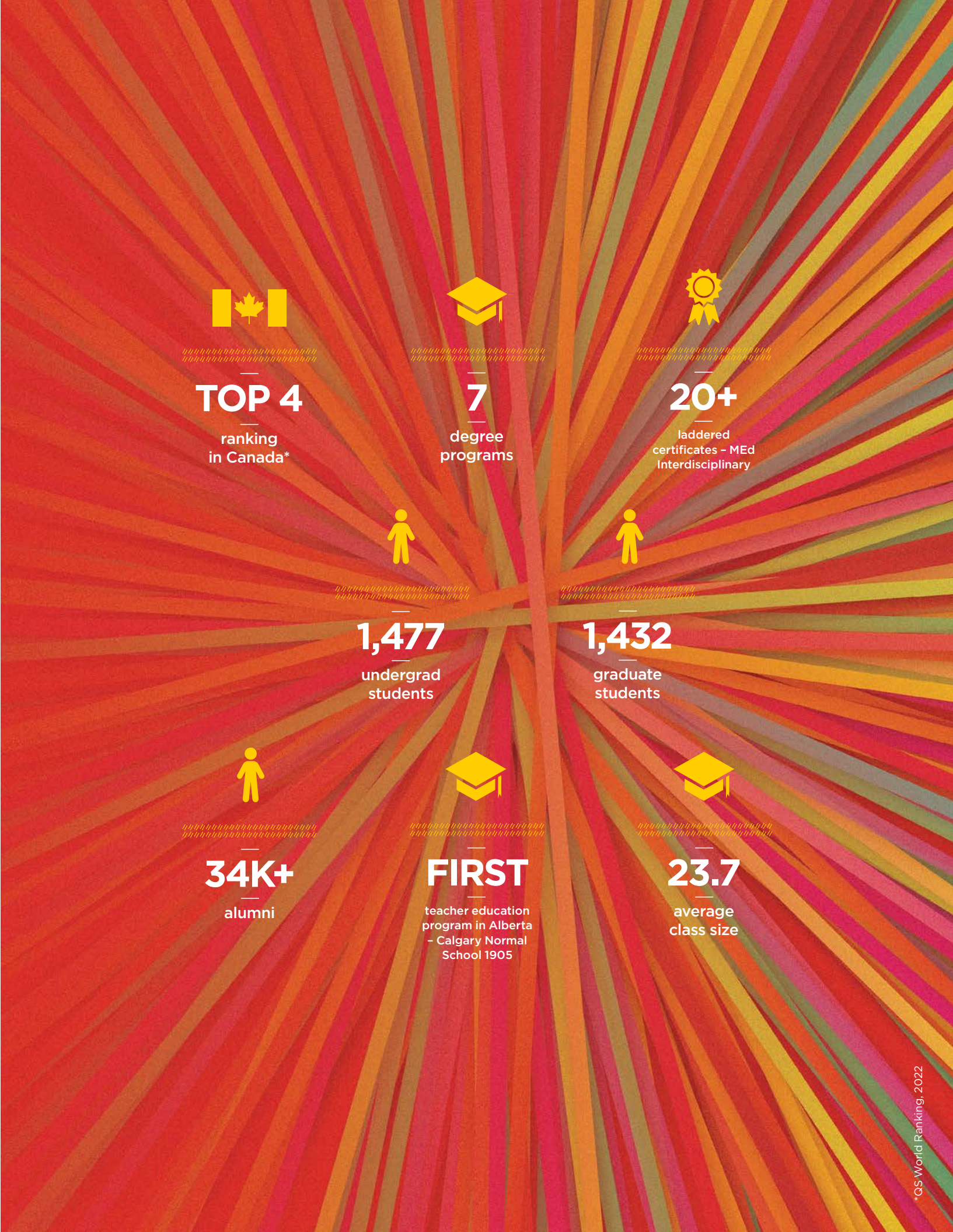
INNOVATION AND CREATIVITY.

PERSONAL AND COLLECTIVE WELLBEING.

SUSTAINABILITY AND SOCIAL JUSTICE.

Our strategy

GUIDED BY RESEARCH AND THROUGH PURPOSEFUL COLLABORATIONS, WE WILL INFLUENCE AND ADVANCE EDUCATION POLICY AND PRACTICE, LOCALLY AND GLOBALLY.







# werklund school of education

[werklund.ucalgary.ca](http://werklund.ucalgary.ca)

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