

wellness
WESTcast 2022
FEBRUARY 23 - 25

The 2022 theme is Wellness, which focuses on the balance between taking care of oneself and taking care of relationships - whether student/teacher or beyond.

Key Note Speakers:

Kristen Tootoosis: Wednesday February 23, 2022. 7:30 pm– 8:30 pm

Shannon McJannet: Thursday February 24, 2022, . 9:00 am-10:15 am

Wade Repta; Friday February 25, 2022, 12:30 pm—1:30 pm

All time are in Central Standard Time (Saskatchewan time zone)



UNIVERSITY OF SASKATCHEWAN

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Faculty of Education

University of Regina

Director Meeting

Faculty and Staff Representatives

Wednesday, February 23, 2022. 2:00 pm– 5:00 pm

Greg McJannet

Opening Ceremonies

Wednesday, February 23, 2022. 7:00 pm– 8:30 pm

Greg McJannet

The Importance of Understanding Wellness in Schools from an Indigenous Perspective

Kristen Tootoosis, B.Ed., M.Ed., CCC., CCPA.

Wednesday, February 23, 2022. 7:30 pm– 8:30 pm

Greg McJannet

Kristen has broad experience as a psychotherapist, therapeutic program manager, educator/teacher, and post-secondary instructor.

Kristen has experience in offering therapy and support services to front line workers, managing programs in various areas including traditional motherhood, youth support groups, and addictions.

Kristen is from the Standing Buffalo Dakota Nation. She has devoted her career to working Indigenous Peoples of all ages in the area of psychotherapy clinical experience combined educational experiences and Indigenous knowledge. Kristen has worked with various First Nations communities focusing on educational therapeutic supports for students, families, and schools.

Kristen is also an instructor with the Think Indigenous Trauma Response Curriculum Co-Development Team and an Ed Psych instructor at the First Nations University of Canada. Kristen holds a Bachelor of Education (Indigenous Education), and a Masters in Educational Psychology, through the University of Regina.



Welcome

Thursday, February 24, 2022.

Greg McJannet

Everything I Really Need to Know About Burnout I Learned From Burning Out

Shannon McJannet, B.A., B.S.W., Registered Social Worker

Thursday, February 24, 2022. 9:00 am-10:15 am

Greg McJannet



Born and raised in Saskatchewan, Shannon has worked in a variety of social work fields throughout her career including mental health counseling (through the health region as well as operating her own private practice), RCMP Victim Services, and social services. The majority of her time, however, has been spent in education holding counseling, consulting and outreach positions in Ile-a-la-Crosse, North East, and Sun West School Divisions. Shannon has been asked to speak at numerous events including teacher conferences, staff professional development days, wellness retreats, student leadership conferences and parent/family engagement events.

Shannon's passion for wellness in education began with a desire to support children to become more healthy, kind and resilient by teaching them the skills they needed to recognize and take care of their emotions, build strong relationships with others, realize their strengths and learn ways to take care of their own basic needs. Soon her passion spilled over into offering that same support and guidance to teachers, support staff and families within the school community – realizing that the healthier the adults are, the greater the chance we have to foster healthy students. In recent years, Shannon has had the privilege of speaking to pre-service teachers to help them strengthen their toolkits with ways to not only take care of their own mental health and wellbeing, but to also help their students build their own skills in these areas.



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Out the Window! Taking Teacher Education Outdoors.

Sylvie De Grandpre (Instructor), Mareen Farish (Faculty Lead), & Levi Sinclair (Student from EKTEP). University of Victoria East Kootenay Teacher Education Program (EKTEP)

This workshop proposes ways to bring outdoor learning, the First Peoples Principles of Learning, and connecting with more-than-humans, into teacher education courses in addition to already existing outdoor/environmental focused classes. Beyond the walk and talk, how can outdoor learning and learning outdoors be centered in education programs as a means to benefit students' own mental health and wellness, while modelling strategies that can be used with students from kindergarten to grade 9?

Session A Thursday, February 24, 2022. 10:15 am -11:15 am

Greg McJannet

Marginalized Students' Connection to Texts in English Language Arts Classrooms

Negar Banakar. University of Calgary

Minority students and families who live in dominant societies anticipate some acculturation while children are in school; the boundaries students need to cross moving between home and school every day influences students' identities. Considering school attitude regarding diversity impacts students' self-concepts in relation to academic capability, ELA teachers can engage students in texts that present mirrors through characters that are relatable and windows into characters' mindsets that are contrasting. The goal of this workshop is to engage in dialogue regarding this important issue through a brief presentation on marginalized students' identity development followed by joining together to explore the topic and generate possible solutions for classrooms, research and policy.

Session A Thursday, February 24, 2022. 10:15 am -11:15 am

Rachel Simes

Let's Get Coding

Sue Mylde. Rundle College

Let's get coding ! Participants get started coding with Scratch - understanding the 'teacher' interface and what best practices can be used when teaching coding and computational thinking! Make sure you have a charged computer with a Chrome browser.

Session A Thursday, February 24, 2022. 10:15 am– 11:15 am

Greg McJannet



Designing Culturally Inclusive and Supportive Learning Environments for All Learners

Aloysius C. Anyichi, PhD. Brandon University

This interactive workshop is aimed at addressing the challenges of teaching and learning in a culturally diverse classroom by providing educators with “A Culturally Responsive Self-Regulated Learning Framework” (Anyichie, 2018, Anyichie & Butler, 2017). This framework is developed to guide teachers in designing a supportive learning environment by integrating self-regulated learning promoting practices and culturally relevant pedagogical practices. Overall, educators will learn, with other participants, about how to design and implement some evidence-based practices for creating a culturally inclusive, caring and supportive classroom environment.

Session A Thursday, February 24, 2022. 10:15 am -11:15 am

Kathy Pryor-Hildebrandt

Designing Reliable and Fair Selected-Response Questions that Increase Student Success

Keith Griffioen. University of Lethbridge

This workshop will provide guidelines for the construction of selected-response items that, if followed throughout students’ teaching careers, will provide their students with tests that are not only reliable but designed with fairness in mind. Using guidelines found in a number of resources, this workshop will provide students with the steps they must undertake when designing questions through a mixture of direct instruction and cooperative analysis of existing questions, deciphering what is wrong with each and addressing how to improve them to increase fairness and reliability.

Session A Thursday, February 24, 2022. 10:15 am -11:15 am

Elizabeth Gardipy



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Advantages of Accommodating Assessment in Inclusive Education

Alexia J. Walters. Brandon University

Teachers should ensure they are aware of the needs of their students and allow accommodation to take place where the true abilities and knowledge of each student is being reflected. Accommodation can be done in regards to the test room, the test items, the response, the directions given, the grading option, and even for students who are not familiar with the language.

Session A Thursday, February 24, 2022. 10:15 am -10:45 am

Customized Gaming and Science Fiction to Engage Diverse Youth

Justin Acton. University of Calgary

Those who teach or work with youth of diverse and non-dominant cultural or gender identities often resort to homogenized diversity tools online that may not be as useful for youth to see themselves reflected in the curriculum or programming. By using science fiction and customized boardgames like the print and play one presented today, we can create artifacts that are generated by participating youth to create genuine engagement in social environments and science or societal themed discussions.

Session A Thursday, February 24, 2022. 10:45 am– 11:15 am

Camille Hounjet

BREAK 11:15 am– 11:30 am



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REiL learning: Increasing Engagement & Meaningful Learning for All

Katy Bigsby. University of Victoria– Master of Education

In this workshop, we'll discuss the following: What is REiL learning? Key takeaways from Katy's master's project • Benefits of incorporating REiL learning, and finally how to integrate the REiL components, namely Rapport, Engagement, imagination & creativity, and Learners into practice. Practical strategies and ways to implement REiL learning will be reviewed.

Session B Thursday, February 24, 2022. 11:30 am– 12:30 pm

Greg McJannet

Wellness through Indigenous Language Revitalization

skək'mxísaʔt (Sofia Terbasket–Funmak). University of British Columbia

This presentation will demonstrate one method for bringing Indigenous languages into the classroom. After the demonstration, participants will discuss the benefits of Indigenous language revitalization and the pedagogy behind effective language transfer.

Session B Thursday, February 24, 2022. 11:30 am– 12:30 pm

Rachel Simes

Student Leaders: Small Steps towards Reconciliation

Mark Webster, Kyle Corry, Megan Wilson, Sergio Montanez & Joty Das. University of Calgary

Engaging in meaningful action towards reconciliation, and encouraging continued action. Fear, shame, guilt, other emotions stop us from engaging in reconciliation. Helping good people find their way to meaningful action is important.

Session B Thursday, February 24, 2022. 11:30 am– 12:30 pm

Kathy Pryor-Hildebrandt



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Digital Citizenship for Educators K-12

Sue Mylde. Rundle College

Join the conversation on digital citizenship! We set the stage for the context of Digital Citizenship in today's world, look at the components of Digital Citizenship and then survey the resources available to start digital citizenship conversations in our classrooms.

Session B Thursday, February 24, 2022. 11:30 am– 12:30 pm

Greg McJannet

Planning and Implementing Indigenous Health and Wellness in a Science Classroom

Luke Yakubowski & Brenden Zatorski. University of Saskatchewan

Our presentation will include an overview of the planning process involved with our unit that we facilitated during our Internships at E.D. Feehan Catholic High School and expanding on how to implement Indigenous wellness practices within the Science classroom. Additionally we will talk about Indigenous ways of knowing as a foundation for learning and teaching in the classroom.

Session B Thursday, February 24, 2022. 11:30 am– 12:00pm

Culturally Sensitive teaching of English Language Grammar at the Secondary Level

Lydia Batke. Vancouver Island University

This presentation will address the "achievement gap" in ELA classrooms between students who can write at grade level and those who cannot. We will look at culturally responsive teaching of a colonial structure of language, with the lens that successful communication can impact how success in life after high school.

Session B Thursday, February 24, 2022. 12:00 pm– 12:30 pm

Camille Hounjet



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Indigenous Arts Ed Year Plans

Mika Lafond, Craig Edes, Jessica Munroe, Richard Paskemin, & Liberty Chief. University of Saskatchewan, Indian Teacher Education Program (ITEP)

ITEP first year students will present year plans they prepared in EIND 380.3 (Incorporating Indigenous Arts). The presentations will show the connections that can be made between Indigenous Arts and the Provincial Curriculum.

Session B Thursday, February 24, 2022. 11:30 am– 12:00pm

Prescribed Outdoor Time: How Can Nature Support Teacher Well Being

Katelyn Franklin. University of Saskatchewan

Despite all the benefits to outdoor learning, moving your class outdoors can be daunting. We will look at some of the barriers facing outdoor learning and how to overcome them. As well, how nature can support teacher well being, creating a healthy learning environment.

Session B Thursday, February 24, 2022. 12:00 pm– 12:30 pm

Elizabeth Gardipy

LUNCH BREAK 12:30 pm-1:00 pm



Increasing Student Agency: Flipped Learning for Junior High ELL Math Learners

Dr. Nadia Delanoy & Mark Webster. University of Calgary, Werklund School of Education

Our presentation will highlight a pilot study that involved using flipped learning interventions in mathematics to support greater student agency and equity of learning through at home videos and instructional support. The purpose of the pilot was to explore the affordances and constraints of using a flipped classroom intervention in junior high math classes.

Session C Thursday, February 24, 2022. 1:00pm– 1:30 pm

Greg McJannet

Going Beyond Naming Our Emotions

Jared Kraul. Vancouver Island University

Teaching zones of regulations and the practice of naming emotions is a great starting point for emotional education. But what do we do with that information? In this presentation I will discuss the gifts and wisdom our emotions can provide when given the opportunity. Opportunities to better understand our needs in the moment, and the opportunity for more profound connections with the people in our lives.

Session C Thursday, February 24, 2022. 1:00pm– 1:30 pm

Elizabeth Gardipy

Exploring the Dystopian World of The Marrow Thieves through Minecraft

Charlotte Poulosom, Annie Little, & Emilie Cutts. University of Calgary

In conjunction with the Four Resource Model from Anstey & Bull (2006), our presentation will introduce educators to the extensive potential of the Minecraft Educational Edition platform in English Language Arts Education.

Session C Thursday, February 24, 2022. 1:00pm– 1:30 pm

Kathy Pryor-Hildebrandt



Empowering Neurodivergent Students through Coding and STEM

Bahar H. Moussavi. University of British Columbia

This presentation is an opportunity for educators to understand the glaring gap in educational opportunities for neurodivergent youth, and be introduced to techniques they can employ in their classrooms that would allow for the inclusion of all students in curricula and create meaningful and lasting relationships between all stakeholders within the classroom.

Session C Thursday, February 24, 2022. 1:00 pm– 1:30 pm

Camille Hounjet

Exploring Historical Narratives of Computer Science to Break Stereotypes

Karen Latimer. University of Calgary, St. Paul's High School

In this presentation I will overview my computer science history lessons, exploring the contributions of a diverse array of industry pioneers. Through these individuals we examine the external influences and conflicts. Lastly, we will reference educational research showing that diversity in historical contexts can aid in breaking stereotypes in computer science and other STEM fields, increasing enrolment in these fields by underrepresented groups.

Session C Thursday, February 24, 2022. 1:00 pm– 1:30 pm

Rachel Simes



Bringing Computational Thinking to the Mathematics Classroom: Coding Geometric Transformations

Jesus Hernandez-Zavaleta & Sandra Becker. University of Calgary

Combining transformational geometry and computational thinking research, this workshop will introduce participants to the production of embodied experiences as they created block programming sequences solving various levels in Transformation Quest (educational block-based videogame).

Session D Thursday, February 24, 2022. 2:00 pm-3:00 pm

Rachel Simes

Considerations for Spiritual Practices to Enhance Wellbeing in Educational Communities

Clémence Canet & Dr. Laurie Carson Berg. Université de l'Ontario français/ University of Regina

This presentation focusses on the findings from a literature review conducted in the summer 2021 that support the beneficial role of spiritual practices to improve community well-being in the context of publicly-funded, non-denominational classrooms and schools. Frameworks and definitions of community well-being and spirituality will be discussed as well as examples of practical applications in a professional community and classroom settings.

Session D Thursday, February 24, 2022. 2:00 pm—2:30 pm

Strategies to Encourage Students' Natural Self-Esteem in the Classroom

Alee Garrett. University of Victoria

This presentation discusses four different strategies teachers can use to encourage students' natural self-esteem in the classroom. The four strategies were compiled from research and personal communication.

Session D Thursday, February 24, 2022. 2:30 pm– 3:00 pm

Kathy Pryor-Hildebrandt



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The Importance of Self Care During a Teaching Practicum

Serena Underwood & Dr. Christine Ho Younghusband. University of Northern British Columbia

This presentation is about how self care is needed to be able to handle the stress that happens during a teaching practicum. As a teaching candidate I had to learn how to provide healthy self care for myself to build myself up instead of tear myself down so I was strong enough to return to my teaching practicum.

Session D Thursday, February 24, 2022. 2:00 pm– 2:30pm

Promoting Holistic Wellness with Preservice Teachers at the University of Lethbridge

Aaron Stout, Dr. Greg Ogilvie, Dr. Danny Balderson, & Dr. Dawn Burlleight. University of Lethbridge.

In this presentation we will share our journey, as a Faculty of Education, in prioritizing wellness in our teacher-education program. Our work has been guided by two priorities: addressing the wellness needs of students and equipping pre-service teachers with theories and strategies to contribute to learning environments focused on wellness. To achieve these priorities, we examined the structure of our program, involved our students in planning a decision making, and welcomed community involvement.

Session D Thursday, February 24, 2022. 2:30-3:00

Camille Hounjet

Wahkohtowin Teacher Education Model

Yvette Arcand, Lori-Ann Daniels, Beth Gardiby. Indian Teacher Education Program, University of Saskatchewan

This presentation provides participants with an overview of the wāhkōhtowin Teacher Education Model. It also characterizes the partnership that has grown over time to include early/middle, secondary, and preK-12 schools in public, Catholic, and First Nation school systems.

Session D Thursday, February 24, 2022. 2:00 pm– 3:00pm

Elizabeth Gardipy

Education Students' Society (ESS) Event for Teacher Candidates: 7:00 pm – 8:00 pm



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Workplace Wellbeing and Self-Care for Preservice and Partner Teachers.

Dr. Theodora Kapoyannis, Dr. Astrid Kendrick, & Madeline Marcotte. University of Calgary

The 60- minute workshop will focus on the wellness initiatives and resources that are being prioritized within the field experience program at the Werklund School of Education to support preservice and partner teachers. Particular attention will be drawn to the integration of self-care planning across all four field experience course outlines and the use of the #FIELDSELFCARESTREAK initiative to de-stigmatize and encourage action on teacher wellness.

Session E Friday, February 25, 2022. 9:30 am– 10:30 am

Rachel Simes

Getting You and Your Students Back into the 'Groove' When Stuck in a 3F+ Stress Response!

Dawn McBride, Ph.D. Psychologist & Associate Professor. University of Lethbridge

We have some rather large F responses when we are feeling overwhelmed, worried, stressed, triggered, and so on. Today's professional development seminar will help you identify your go to F response and for your students, why it feels so 'safe' to stay in this F response, and the options to pop out of this F response so you and your students can get back into your 'groove' (zone of optimal functioning). Handouts will be distributed along with some resources. This is an applied presentation that has been given to many schools in Alberta and it is focused on sharing specific strategies that align with each of the 3F responses.

Session E Friday, February 25, 2022. 9:30 am– 10:30 am

Elizabeth Gardipy



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Emergency Response Mindset in Education

Levi Sinclair. University of Victoria

Being a firefighter has taught me some unexpected strategies when it comes to teaching. From classroom management to avoiding burnout, I discuss how a first responder mindset can help both students and educators.

Session E Friday, February 25, 2022. 9:30am- 10:00 am

Moving Forward Together: Adapting Trauma Informed Practices to Support Students Through COVID-19

McKenna Blunt & Brooke Moore. University of Northern British Columbia

The pandemic has affected every student differently; some students don't seem bothered by the state of the world, while others have experienced trauma. This presentation will explore what COVID-related trauma is and what we can do to support and enable our students to heal and thrive in the 'new normal.

Session E Friday, February 25, 2022. 10:00 am– 10:30 am

Camille Hounjet

Discovering the Intersection of Board Games & Mathematical Reasoning

Munesah Rahman & Mischa Simpson. University of Calgary.

The presentation will cover our research methodology, relevancy, and overview of our initial data. We will also give the audience the opportunity to engage in some of the tasks we had our student participants do.

Session E Friday, February 25, 2022. 9:30 am– 10:00 am

Greg McJannet



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Art of Wellness

Jaden Kraus. University of Saskatchewan

Learn about how you can use a visual art practice to support your own mental wellness or the mental wellness of your students. With a focus on process over product - art is for EVERYONE!

Session E Friday, February 25, 2022. 9:30 am– 10:30 am

Greg McJannet

WELLNESS: TO BE, TO DO, TO KNOW, TO LIVE ...

Dr. Carmen Rodriguez de France. University of Victoria

In this session, I will introduce the 4 Pillars through an Indigenous lens, and invite you to transfer them into your life envisioning ways in which you might engage in Wellness: To Be, To Do, To Know, and To Live.

Session E Friday, February 25, 2022. 9:30 am– 10:00 am

Wellness, Taking on Global Solutions with Teenagers and the Power of Co-Teaching

Mark Neufeld & Joanna Linger. University of Victoria/ Institute for Global Solutions (Claremont Secondary)

We will share the experience of co-teaching and how this relationship lends itself to strengthening our own mental health and wellness, that of our students, and as we support each other, learn from one another and create a powerful teaching experience that we've found difficult to match in a more siloed teaching approach.

Session E Friday, February 25, 2022. 10:00 am— 10:30 am

Kathy Pryor-Hildebrandt

BREAK 10:30 am– 10:45 am



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Helping Field Experience Students be more Successful and Less Stressed

Claude Oppenheim. University of Calgary, Werlund School of Education

This workshop will identify common field experience stressors and show how they can be mitigated or avoided, reducing student teachers' anxiety, stress and overload. It will also consider how student teachers can maximize the probability of a job being offered.

Session F Friday, February 25, 2022. 10:45 am– 11:45 am

Greg McJannet

Inquiry-based Mathematics Tasks from High School Mathematics Teachers' Perspective

Rosalind Carson (PH.D Student) & Dr. Olive Chapman. University of Calgary

This presentation will share findings from a study that explored high school mathematics teachers' beliefs about inquiry-based mathematics tasks (IBMT). We will highlight the participating teachers' beliefs about the nature of IBMT (four themes), use of IBMT in practice, and discrepancies between the teachers' beliefs and practice. Finally, implications for teacher education will be discussed regarding how to engage student teachers in IBMTs as part of their learning.

Session F Friday, February 25, 2022. 10:45 am– 11:15 am

American Sign Language and Non-verbal Inclusive Education

Rebekah Dueck & Brian Little. University of Victoria

The benefits of introducing American Sign Language (ASL) in the classroom setting for all students and the link between communication and student wellness, as well as addressing the challenges faced by learners with vocal and aural barriers, and strategies to maintain and support inclusion.

Session F Friday, February 25, 2022. 11:15 am– 11:45 am

Rachel Simes



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CROSS-CURRICULAR COLLABORATIVE INQUIRIES: POSSIBILITIES FOR TRANSFORMING CURRICULUM, TEACHING, AND LEARNING

Jennifer S. Thom & Anna Serdyukova. University of Victoria

In this presentation, the audience will have opportunity to: 1) Explore the important role that ecological discourses can play in teaching and learning, especially as they relate to mathematics and science education 2) Examine how an emphasis on social, cultural, and environmental issues allow for enriched meaning and purpose within subject specific curricula 3) Identify and discuss further inquiry areas and potential approaches for creating cross-curricula teaching and learning that engage and nurture ecological (i.e., social, cultural, and environmental) wellbeing.

Session F Friday, February 25, 2022. 10:45 am– 11:15 am

Engaging Canadian youth in the Sustainable Blue Economy

Paloma Corvalan. University of British Columbia Students on Ice

Students on Ice has launched a Blue Futures Pathways (BFP) program to offer internship and mentorship opportunities for youth in the ocean sector. Students in this program learn about diverse career options, helping set them up for later success, and develop leadership and collaborative skills, nurturing a positive sense of self and wellbeing. In this presentation, we will provide an overview of the BFP program, how environmental action and skill development can nurture wellbeing in students, and resources available for teachers in secondary classrooms.

Session F Friday, February 25, 2022. 11:15 am– 11:45 am

Kathy Pryor-Hildebrandt

Knowledge is Power - Child abuse and Trauma in the Classroom

Sarah Labadie. University of Regina

By learning about and equipping ourselves with knowledge on child abuse and trauma, we can make certain that every child has the safe and nurturing childhood that they deserve. In this workshop we will work together to ensure that we enter the classroom equipped with this extremely necessary knowledge.

Session F Friday, February 25, 2022. 10:45 am– 11:45 am

Camille Hounjet



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Being Connected with Yourself and Others

Raelyn Guenter. University of Saskatchewan

This presentation is based on the importance of building connections to support wellbeing for students and teachers. We will discuss the positive effects of relationships and the challenges you might see. Also, included in this workshop is a health unit plan exploring how to be aware of our feelings and foster a positive mental health.

Session F Friday, February 25, 2022. 10:45 am– 11:15 am

Enhancing Wellness by Combating Racism towards Indigenous Peoples

Patricia Danyluk, Maureen Plante, & Chris Scout. University of Calgary, Werklund School of Education

Beginning in 2021, ten Alberta teacher education institutions came together to examine how their programs and how teachers in Alberta are taking up the work of antiracism by integrating Indigenous perspectives into teaching. Preliminary results indicate that institutions have encountered both challenges and successes. Alongside the survey results, the presenters will engage the audience in a discussion designed to generate ideas for working more closely with schools to combat racism towards Indigenous peoples.

Session F Friday, February 25, 2022. 11:15 am– 11:45 am

Elizabeth Gardipy

LUNCH BREAK 11:45 am—12:15 am



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2023 Kick off

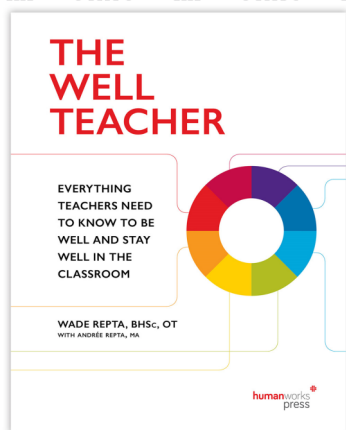
Friday, February 25, 2022 12:15 pm—12: 30 pm

Greg McJannet

Wade Repta, BHSc(OT), BPE, CDMP

Friday, February 25, 2022 12:30 pm—1:30 pm

Greg McJannet



Wade Repta is the Vice President and an Occupational Therapist with *humanworks consulting group inc.* Wade has spent the past 20 years working with teachers who are experiencing wellness and disability related challenges, helping them minimize barriers and remain in, or return to, the classroom. Wade's work involves managing both the clinical aspects of wellness in education, as well as the return to work and accommodation directives needed to support teachers, unions, and school districts. With his years of experience Wade authored *The Well Teacher* in order to empower teachers to take more control of their wellness and thrive in what is a very demanding profession. He continues to work directly with teachers, while at the same time promoting teacher wellness through workshops, speaking engagements, and The Well Teacher Group initiatives. Wade currently lives with his family in Parksville, BC, on Vancouver Island.

Thank you and Closing remarks

Friday, February 25, 2022 1:30 pm-1:45 pm

Greg McJannet



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