

# NATIONAL FORUM ON WELLNESS IN POST-SECONDARY EDUCATION 2024: RECAP

JANUARY 24, 2024

Treaties 6 & 8 Territory | Jasper, AB

HOSTED BY UNIVERSITY OF CALGARY, WERKLUND SCHOOL OF EDUCATION & EVER ACTIVE SCHOOLS

## Who was in the room?

28 registered delegates attended this year's National Forum on Wellness in Post-Secondary Education with a variety of stakeholders including:

- Faculty members and researchers
- Senior leadership from faculties of education
- Senior leadership from school authorities
- Health promotion partners
- Graduate students and postdocs
- Partner and student teachers



### Universities

- University of Calgary, Werklund School of Education
- Mount Royal University
- University of Lethbridge
- Concordia University of Edmonton
- University of Alberta
- University of Ottawa

### Partner Organizations

- Ever Active Schools
- Physical and Health Education Canada
- Grande Yellowhead Public Schools
- Living Waters Catholic Separate School Division
- Alberta Teachers' Association
- Centre for Wellbeing in Education

## Purpose of the Day

The focus of this year's forum was to build our national network and strengthen collaboration as we continue to advance the *National Agenda for Wellbeing in Teacher Education Programs*. Through a participatory workshop, the group discussed two of the following recommended collective actions of the *National Agenda*:

**Use common language and messages** - Build a set of key messages with common language to mobilize advocates.

**Collaborate more** - Develop channels for deeper collaboration between and across faculties, institutions, partner organizations, allied movements, and educational tiers.



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# Workshop Findings

## Use common language and messages

To gain an understanding of how to mobilize advocates through common language and key messages, we asked participants *what key messages got you here? And what key messages do you need moving forward?* The responses were grouped, refined and organized by their anticipated use.

### Messages About Wellbeing in Education

- Wellness is a community responsibility and a community resource
- Being well is a basic human right
- Wellbeing is a precondition for teaching, learning, and leadership
- Healthy students are better able to learn, healthy teachers are better able to teach
- Healthy teachers create the conditions for students to be well and to learn
- In the United Kingdom, teachers are considered part of the health promotion workforce

### Messages about Wellbeing in Teacher Education Programs

- Physically tired and overwhelmed pre-service teachers cannot develop into healthy teachers
- A culture of wellbeing benefits all who work and learn there
- Teacher education programs can either precipitate or prevent burnout
- Safe and caring classroom environments start in university classrooms

### Messages for Prospective Collaborators

- The benefits of participating in this network include shared values, efforts, and commitment to address a cross-sectoral challenge
- There is a cost to not taking action
- Educational systems (K-12 and post-secondary) need to be connected for the systems to be healthy

### Messages About Teacher Well-being

- Teachers are one of society's most valuable resources for happy and healthy children and youth
- Teacher wellbeing is important in its own right as a human need, not only because teacher wellbeing affects students
- It is unacceptable to tolerate an education system that harms its workers

# Workshop Findings

## Collaborate More

To advance the goal of creating deeper channels of collaboration, current collaboration and future opportunities were identified across the settings of faculties, institutions, partner organizations, allied movements (e.g., mental health), educational tiers, and “other”. Themes from responses are presented in the figure below, organized by “who” is currently involved in collaboration and “how” the collaboration does or might manifest. Bolded items were referenced in multiple settings, or by multiple sub-groups.

	Current Collaborations	Future Collaboration Opportunities
Who	<ul style="list-style-type: none"> <li>• Community organizations</li> <li>• Government</li> <li>• <b>Pre-service teachers</b></li> <li>• Within and across campuses</li> <li>• Within and across education faculties</li> <li>• Within and across K-12 classrooms and schools</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Educational leaders</b></li> <li>• Government</li> <li>• Human Resources departments</li> <li>• <b>K-12 teachers and staff</b></li> <li>• <b>Pre-service teachers</b></li> <li>• Public and community</li> <li>• <b>Within and across educational tiers</b></li> </ul>
How	<ul style="list-style-type: none"> <li>• Advocacy events</li> <li>• Attending to diversity and inclusion</li> <li>• <b>Career transitions</b></li> <li>• Implementing CSH framework</li> <li>• <b>Mentorship</b></li> <li>• <b>Networks and events</b></li> <li>• <b>Partnerships</b></li> <li>• <b>Policy</b></li> <li>• <b>Practicum placements</b></li> <li>• <b>Professional learning</b></li> <li>• Research</li> <li>• <b>Resource sharing</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Advocacy</b></li> <li>• Attending to diversity and inclusion</li> <li>• <b>Career transitions</b></li> <li>• Funding</li> <li>• Hiring considerations</li> <li>• <b>Mentorship</b></li> <li>• <b>Network and events</b></li> <li>• Patience for change</li> <li>• Policy</li> <li>• Professional learning</li> <li>• Public awareness/social marketing</li> <li>• Research</li> <li>• Success sharing</li> </ul>

# Our Next Steps as a National Network

## Continuing our Work Together

Several clear action steps emerged from the conversations at the Forum, the ideas collected there, and the dialogue that followed. These are the priorities we're holding as a result:

- The National Forum on Well-being in Teacher Education is a key example of collaboration. Future events will thus be planned in collaboration with a working group of the network, and will be structured to facilitate more participation from individuals working in the K-12 system.
- Bridging education tiers will be attended to in our implementation moving forward. In particular, wellbeing in practicum/field placements will be focused on as the existing connection point between university and K-12 systems.
- Network members are encouraged to continue, in their own ways and spaces, to implement the recommendations for action in the National Agenda for Well-being in Teacher Education Programs.
- Key messages will be refined and validated with audiences of interest. They can be mapped to existing evidence and function as a resource for network use.

*Thank You*



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