



Vision Statement for the Lando Professorship in SEL (2016-2018)

One major responsibility associated with the Lando Professorship in SEL is advancing educational programming for both graduate students and teachers, including those in the community and those in training. If I am able to continue in this role, I plan to maintain and continue to improve our current educational initiatives in the following areas.

Teacher Training at UBC

- I will continue to oversee our two SEL cohorts, including provision of an introductory, collaborative, team-building “Ropes Course” as well as additional SEL-related workshops. I also plan to establish greater connections across instructors within these cohorts, a task which has been difficult due to the challenge of conflicting and changing work schedules. With support from the Professorship, I would be able to provide greater support for such efforts (e.g., lunch/dinner meetings, invitations to available workshops offered to our students, etc.). I would also like to undertake collection of exit surveys and 1-2 year follow-ups with students from these cohorts who are now practicing teachers. Evidence from our own environmental scan indicates that SEL is not a priority for most teacher training programs (Schonert-Reichl, Hanson-Peterson & Hymel, 2015), making such evaluations an important consideration in applied research.
- I also plan to continue delivery of two 3-hour introductory workshops for all elementary, middle and secondary teacher candidates in the first week of UBC’s teacher education program. We have received consistently positive feedback regarding these workshops in 2013 and 2014, with a common observation that they provide a lens through which students view their entire program. For example, one instructor shared the fact that *every* student in her class (not an SEL cohort) included SEL as part of their own vision for their role as an educator as they finished their program. Support from the Professorship would allow us to undertake a more formal evaluation of students’ reactions to the workshop and its impact on their practice.

Graduate Training at UBC

- I plan to continue to oversee and expand of our growing HDLC Masters concentration in SEL, with increased educational and community-building initiatives, as well as possible exit and follow up surveys with graduates now in practice to assess impact.
- I plan to continue collaboration with instructors of graduate courses in SEL (e.g., Drs. Schonert-Reichl, Darwich, Mathison, Weber, etc.) to assess the adequacy of our required courses for the SEL Masters concentration.
- I hope to continue and expand the work of our SEED research laboratory to train future generations of SEL research scholars (see research section below).



Knowledge translation/mobilization beyond UBC

- I would like to re-establish our summer institute workshops in SEL for graduate students and local educators, if possible (costs for the workshops in previous years were reduced through funding from the Lando Foundation making them affordable).
- I hope to continue to provide ongoing professional development for educators in schools through the SEL-BC school-university partnership and its annual conference (I've served on the organization committee for 2 years), our ongoing School Climate research (including school presentations and workshops), as well as by invitation. The Lando Professorship has supported these efforts by providing funds for travel, materials, and equipment.
- I want to continue to expand the SEL Collection of over 500 resources, programs and materials that we have built within the Psychoeducational Research and Training Centre in the Faculty of Education. Dr. McKee (PRTC Director) indicates that these materials are well used by students in both our teacher education programs and our graduate programs. With continued support from the Lando Professorship, I am able to continue to build this unique and well-used resource.
- I plan to continue service on the Educational Advisory Committee for the Vancouver Opera, "Stickboy" based on Canada's poet-laureate, Shane Koyzcan's own story about bullying, a project also supported by the Lando Foundation. With its first showing in the fall of 2014, "Stickboy" is being adapted as a one-hour opera that will tour BC secondary schools starting in January, 2016. Our Advisory Committee has established a team of local secondary teachers who are developing curriculum materials across subject areas to help teachers to maximize the impact of the opera. With support through this Professorship, I would like to make this program available to secondary teacher candidates at UBC.

SEL Online Resource/Website

Perhaps the highest priority for knowledge mobilization is the development and promotion of our online website, the SEL Resource Finder. Use of an online medium to promote SEL has been a major interest for the Lando family and I have been able to secure additional funding from the Lando Foundation, the Farquhar Family Endowment, and another anonymous donor to develop such a website. Specifically, we have worked with a local designer to create an online site for teachers or any adults who work with children and youth, identifying a range of SEL resources that can support their practice. The scope of this website has expanded in collaboration with UBC's Teacher Education Office to promote mental well being through teacher education, as part of a tri-university initiative with Dr. Stan Kutcher. Hence, our SEL Resource Finder now features a section on resources for mental health through education. Over the summer of 2015, we will conduct focus groups to obtain feedback on the site and modify the site as needed, with a more formal launch planned for the fall of 2015. Our initial site will include links to over 100 SEL resources and another 100 mental health resources, with plans to expand the site over the coming years to include international resources and teacher-created efforts to integrate SEL into academic subjects. We plan to promote the site, first locally (UBC Teacher Education and SEL-BC), then provincially and nationally through established networks like PREVNet, a national collaboration of researchers and youth-serving organizations that seek to "promote relationships and eliminate violence" I've been asked to introduce the site at the annual PREVNET conference (Nov, 2015). International promotion will follow, initially through our "Bullying Research Network" (co-directed by me and Dr. Sue Swearer, University of Nebraska), and later through other international networks (e.g., Centre for Global Nonkilling).



Research in SEL

In terms of research, I have established an extensive and highly active research laboratory on Social and Emotional Education and Development (SEED), with weekly meetings of about 12-15 graduate students interested in SEL, including both my own advisees and students supervised by others. The Lando Foundation has supported our lab for several years, providing funds for graduate student research, research assistantships, supplies and equipment, resources on statistics (e.g., reference books, computer programs, etc.). Our SEED laboratory has been effective in motivating student participation in basic and applied research, presented at national and international conferences, as well as local professional development in education (see vita). We hope to continue such efforts.

Over the years, we have also established research partnerships with multiple BC school districts and have evolved an effective model of collaboration with schools that emphasizes provision of feedback on research results that is both timely and useful to schools, as well as staff training workshops for translating research results into educational practice. Since 2010, our research team has collected data each spring (except 2012 & 2014 due to the teacher job action) from over 20 schools and over 100 classrooms on school climate, bullying, and SEL. Funded in year 1 by SSHRC, support from the Lando Professorship has made this an ongoing research endeavour that we hope to continue in the coming years. Graduate students have benefited greatly, obtaining data for several Masters theses and/or gaining experience conducting research in schools, an experience that is welcomed by many international students.

The Professorship has also facilitated research collaborations with local SEL program developers (e.g., SAFETEEN and UBC's Intergenerational Landed Learning Project), with our expertise used to evaluate the efficacy of these programs. The Lando Professorship in SEL would allow us to continue and expand these efforts.

Finally, it is important to recognize that funding from the Lando Professorship in SEL has also supported graduate students in preparing and presenting their research at national and international conferences, including support for travel, printing of posters and handouts, etc., and making it possible to participate in unique international endeavours. In 2012, for example, I was invited to develop a full-day, preconference workshop on "Cross Cultural Perspectives on Peer Victimization" for the International Society for the Study of Behavioral Development meeting in Edmonton, AB. Funds from the Lando Professorship made it possible to bring two graduate students to this event, which involved over 40 international participants from 28 countries, with small group discussions lead by scholars from Australia, Japan and Canada. Such events provide our students with valuable knowledge, experience, and a broader, more global understanding of the child and youth issues that we need to address in education.