YYC SYMPOSIUM SCHEDULE

Time	CA 322	CA 324	CA 326
08:30 – 09:00	**Registration & Coffee – CA 121**		
09:00 – 09:30	**Land Acknowledgement – Dr. Tiffany J Harper, ōtē nīkān wellness – CA 121**		
09:30 – 10:00	**Grounding Session – Jeff Lichty – CA 121**		
10:00 – 10:10			
10:10 – 11:00	Supporting Wellness for Educators	Thriving at Work and in Life: Using the Skills for Success Framework to Build Social-Emotional Wellness in EAL Learners	
11:00 – 11:10			
11:10 – 12:00	From Burnout to Balance: Helping EAL Educators Flourish		Hope Ally Training
12:00 – 13:00	**Lunch**		
13:00 – 13:10	Narrative Métissage		
13:10 – 14:40		Exploring strategies to support students in the classroom who have experienced trauma	High Trust, Low Stress: What Your Supervisor Actually Thinks (You're Doing Better Than You Think Are)
14:40 – 15:00			
15:00 – 15:50		Beyond Individual Resilience: A Systemic Approach to Instructor Wellness in Calgary EAL	Responding to Disclosures of Sexual and Gender-Based Violence
15:50 – 16:00			
16:00 – 16:20	**Closing Remarks and Door Prizes**		

MAIN ROOM CA 121

Jeff Lichty - Grounding Session

Jeff Lichty is a highly respected yoga and meditation teacher, spiritual guide, and former critical care paramedic. In this session, he will guide participants through a meditative grounding session, introducing accessible mindfulness and breathing techniques to begin the day.

CLASSROOM CA 322

Supporting Wellness for Educators

Newcomers to Canada within educational settings often face intersecting challenges that impact mental health and overall well-being, including cultural transition, language barriers, academic pressure, workplace stress, and social isolation. These challenges affect students navigating post-secondary education, as well as instructors and employees balancing professional demands while supporting diverse learner populations.

This presentation explores these realities through a wellness-oriented lens, highlighting common mental health concerns, stressors, and resilience factors observed among newcomer students and professionals. Drawing on counselling perspectives, the session will discuss approaches to supporting emotional regulation, identity development, burnout prevention, and psychological safety within learning and work environments.

In addition, the presentation will introduce the low-barrier mental health programs offered by TIES, which prioritize accessibility, cultural responsiveness, and early support. Together, these wellness-informed counselling practices and community-based programs demonstrate how holistic, inclusive care can promote individual and collective well-being in educational settings.

Presenters: Christine Kabanyoro & Jisha Mariam

From Burnout to Balance: Helping EAL Educators Flourish

In a profession built on care, many EAL educators find themselves giving endlessly—to students, colleagues, and institutions—while neglecting their own wellbeing. This lightning talk explores practical, sustainable strategies for preventing and recovering from burnout in the EAL profession. Drawing on research on burnout, resilient pedagogy, and the presenter's 25 years of experience in EAL education, this session will share concrete, easy-to-implement practices for working more efficiently, protecting focus, setting boundaries, and building supportive professional networks. Topics include prioritization, realistic expectations, streamlining workflow, self-compassion, and recognizing when to seek support.

Participants will leave with actionable ideas and tools to help them work more sustainably, protect their wellbeing, and flourish—not just survive—in demanding teaching contexts.

Presenter: Sofia Elgueta Duplancic

Narrative Métissage

Recently ATEAL launched a new Resource which supports EAL instructors in fostering intercultural competence, anti-racism, and decolonizing practices through the innovative approach of Narrative Métissage, a collaborative storytelling practice rooted in Indigenous worldviews and ways of learning. This full afternoon storytelling workshop will give you the opportunity to experience Narrative Métissage yourself in preparation for sharing it in your classrooms.

For this session, advance registration will be necessary. Upon registration, you will receive guidelines for how to prepare for a short personal story (readable in 4-5 minutes) as well as a writing prompt. The workshop begins with a brief introduction to Narrative Métissage. Through Métissage, welcome into new understandings of history and how it shapes us, our world, and our place within it - our identities, assumptions, and lived realities, and of others whose stories sit alongside ours in both resonance and difference. The weaving of stories helps us see what we could not see alone. It is the process of engaging together—not the product we create—that generates insight and transformation. After the introduction we move into story circles to share and weave our stories. Following the flexible, organic, and adaptive guidelines suggested in the Resource, participants develop familiarity and confidence with the process as we share our stories with one another. After debriefing the storytelling experience, is an opportunity for discussion on the practical implementation of this activity in EAL classrooms and how its embrace can enhance your teaching practice and support more inclusive, reflective learning environments.

Presenter: Judy Sillito

CLASSROOM CA 324

Thriving at Work and in Life: Using the Skills for Success Framework to Build Social-Emotional Wellness in EAL Learners

Supporting EAL learners goes far beyond language instruction — it means equipping people with the social-emotional skills they need to navigate workplace challenges, build resilience, and thrive in Canadian society. This interactive session introduces the Skills for Success (SfS) model as a practical framework for fostering learner wellness in EAL programs and classrooms.

Drawing on AWES's experience in integrating SfS into workforce and settlement contexts, presenters will explore how skills like adaptability, problem-solving, and communication — paired with a focus on social-emotional well-being — can be woven into everyday EAL instruction. Participants will leave with concrete tools and strategies they can implement immediately to support learner confidence, resilience, and long-term success.

This session recognizes that EAL learners bring with them complex lived experiences — and that building social-emotional skills through language instruction is one of the most meaningful ways to support their holistic well-being and long-term integration.

Presenters: Leila Samahnejad & Tamara Jorgic

Exploring strategies to support students in the classroom who have experienced trauma

The Centre for Refugee resilience supports immigrants on their journey from trauma to healing through trauma-informed approaches. This presentation will focus on both evidence-based strategies and firsthand experience working with students who have experienced trauma, focusing on supporting educational settings. A student's emotional control, demeanor, and capacity to learn can all be negatively impacted by trauma, underscoring the need for educators to respond with knowledge and compassion. This presentation will explore important strategies like establishing trustworthy relationships, identifying trauma-related behaviors, and establishing safe and predictable school environments. Additionally, it will incorporate useful techniques that make students feel safe and involved, like regular routines, emotional regulation support, and mindfulness. This presentation intends to give educators practical methods to assist students' academic progress and well-being by fusing research with practical application.

Presenters: Rania Hannawayya

Beyond Individual Resilience: A Systemic Approach to Instructor Wellness in Calgary EAL

While professional development in EAL is increasingly attentive to student mental health, instructor mental health is still often treated as an individual responsibility rather than an institutional priority. Research suggests that burnout rates among adult EAL educators may reach 40–70%, driven by emotional labour and compassion fatigue.

This session intentionally shifts the conversation from "self-care" to systemic support. Participants will:

- Analyze global and local data related to instructor burnout and secondary traumatic stress
- Take part in a Dual-Track case-study workshop to identify both peer-level and management-level levers for change
- Explore a Manager's Toolkit featuring low-barrier support structures (e.g., referral roadmaps, administrative buffers, and psychological safety practices)

- Contribute to a regional pulse survey mapping the current state of professional wellbeing among Calgary EAL instructors

The session aims to empower both instructors and administrators to advocate for sustainable, system-level wellness practices.

Presenter: Daria Konovaltseva

CLASSROOM CA 326

Hope Ally Training

The Hope Ally Training is a interactive session designed for faculty and staff who want to positively contribute to students' desire to prosper and engage in life. This training explores student suicide prevention from a strengths-based approach, harnessing the mentorship strengths of faculty and staff to promote student hope. With this training, SDC aims to bring balance to traditional methods for identifying student suicide risk. By the end of this training, attendees will be equipped to establish themselves as Hope Allies.

Presenter: SAIT Student Development and Counselling

High Trust, Low Stress: What Your Supervisor Actually Thinks (You're Doing Better Than You Think Are)

Instructors are prone to carrying constant, nagging anxieties: *If a student complains, I'm done. If my boss says no to my idea, it means I'm not good at this.* This is the biggest thief of joy and wellness in staffrooms.

This session is a reality check from the other side of the desk. We'll about why the things that keep you up at night usually aren't the things your supervisor is actually worried about. We'll dive into the mechanics of professional peace of mind by looking at how schools and programs tend to actually function.

We'll Discuss:

- **The "Student-Proof" Career:** Why a grumpy student or a messy class doesn't mean you're a bad teacher—and why your supervisor knows that, too.
- **The "Bandwidth" Reality Check:** Why a "no" to your new idea is almost always about the calendar, the budget, or the clock—not the quality of your brain.
- **The Power of Going First:** Why talking about a classroom "disaster" *before* a supervisor hears it from someone else actually makes you look like a pro, not a failure.

- **Stop Taking the System Personally:** How to separate your worth as a human from the inevitable hiccups of a busy school.

What You'll Walk Away With:

1. A way to hear "not right now" without hearing "you're not good enough."
2. How to talk to your lead or supervisor about problems in a way that builds trust instead of panic.
3. A clearer understanding of the "big picture" so you can stop over-performing and start enjoying your work again.

Presenter: Dr. Mike Jones

Responding to Disclosures of Sexual and Gender-Based Violence

Sexual and gender-based violence remains a persistent issue in our society and can impact individuals of all backgrounds and identities. Being able to offer compassionate & informed support to students impacted by gender-based violence can be critical to promoting their long-term healing. In this informative session, SAIT's Sexual Violence Program Coordinator and Educator will provide an overview of what sexual and gender-based violence is, how to understand informed and enthusiastic consent, and strategies on how to respond sensitively when a student discloses an incident of sexual and gender-based violence.

Presenter: Ian Schultz