

## Short-term exchange profiles

**Marilyn** is a school leader from a secondary school just west of Calgary, Alberta, Canada, not far from Banff. She is passionate about culture and its effect on education. Her focus areas include instructional leadership, indigenous education, inclusive education and data collection. Twenty percent of her students come from the Stoney Nakoda Nation, and she works to bring to life the Calls to Action of the Truth and Reconciliation Commission within the lens of the Catholic Faith. She enjoys continuing her growth in this highly complex profession that includes increasingly complex classrooms and the impact that the pandemic has had on all stakeholders.

**Elsy** is a kindergarten teacher in a school that offers Spanish, in Edmonton, Alberta, Canada. She teaches classes in both English and Spanish, and she loves language learning. She wishes explore teacher and student wellness, inclusive education, how other educations systems work, and is always interested in other cultures. She hopes to apply new education strategies that can be used in her daily practice with this exchange. She previously participated in the exchange to Germany, and knows how enriching experiencing another culture and education system can be.

**Erin** is a high school counsellor in Calgary, Alberta, Canada, and would like to learn more about how student and teacher wellness/mental health is supported elsewhere. She looks forward to the collaboration and the development of ideas that this exchange may bring. She looks forward to fostering relationship with her international colleagues, learning about new cultures, and experiencing as much of the world as possible.

**Camille** is a high school English and Social Studies teacher near Edmonton, Alberta, Canada, that would be interested in exploring what technology looks like in another system, as well as inclusive education. She is always interested in experiencing another culture, and thinks the exchange is an excellent way to do so. She also coaches basketball, and teaches a photography class. She would like to see the rules and routines for your students, and even how weather relates to the social studies curriculum. An exchange is a wonderful way to blend your passion for teaching, hone your skills, and see first-hand how things are done elsewhere.

**Tamara** teaches math and science at the primary level in Grande Prairie, Alberta, Canada. She is keen to explore STEM, math and science, and also inclusive education. Her school forms a tight knit community that centres its learning pedagogy around growth mindset, higher order thinking, and faith. She would like to take what she learns from being immersed in another system back to her own school and share her experience with her colleagues and students. I am excited to show another teacher what my school and school division have to offer.

**Asha** is a secondary science teacher near Edmonton, Alberta, Canada. She is interested in science, technology, and special programming that is remedial or advanced, and is curious how other systems approach differentiated learning. She is keen to continue growing and improving her practice. She would like to be able to observe and experience different teacher-student relationships and interactions, leadership, and other facets of education that may help her to reflect, evaluate and improve upon her teaching practices.

**Ashley** teaches grade six in Edmonton, Alberta, Canada. She wishes to explore inclusive education, literacy and numeracy, as well as technology in the classroom. She looks forward to learning about new cultures, identifying parallels between our two countries, how the systems are similar and how they differ. Connecting with another like-minded teacher and bringing learnings into the classroom are definitely top goals for her on this exchange.

**Laurel** is a special education teacher just outside of Calgary, Alberta, Canada. She is keen to learn more about inclusion, integration and functional academic skills. Her passion is enriching the educational experiences of all kids, especially those with significant developmental disabilities. She looks forward to experiencing how other teachers collaborate with para-professionals and related services, such as speech-language pathologists, occupational therapists, and physical therapists.

**Michelle** is a counsellor at a primary school just outside of Edmonton, Alberta, Canada. She is passionate about mental health initiatives, inclusive education programming, and English language learners. She'd love to learn how wellbeing in the Australian curriculum frameworks are developing skills for primary aged children in self-awareness, self-management, social awareness, and relationship skills. She would like to learn how to better support the well-being and professional development needs of teachers and school leadership.

**Alexandra** is a grade 6 teacher, in Calgary, Alberta, Canada. She values being able to have real conversations with her students, and her focus is on interactive and hands on learning. How does technology and innovation in the classroom look like in another setting? How are English Language Learners supported? What does STEM look like in Australia? These are just a few of the wonderings she hopes to focus on in her exchange.