

HUMAN
EARLY LEARNING
PARTNERSHIP

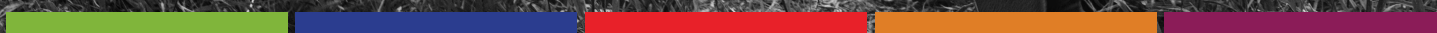


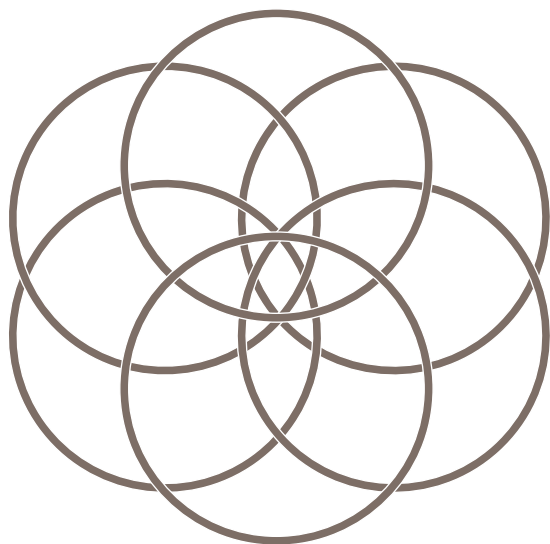
THE UNIVERSITY OF BRITISH COLUMBIA

School of Population and Public Health

Faculty of Medicine

STRATEGIC PLAN 2019-2025





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VISION All children thriving in healthy societies.



MISSION

We are dedicated to improving the health and well-being of children through interdisciplinary research and mobilizing knowledge.

STRATEGY

The Human Early Learning Partnership (HELP) is uniquely poised to support UBC's strategic plan. HELP has a deep and abiding commitment to:

- interdisciplinary and high-quality population health research
- innovative and unique knowledge-to-action and exchange methods to bring the latest research and data to government, institutions and community decision-making
- long-term engagement with First Nations, Métis and Inuit communities to ensure that their children thrive, and
- integration of First Nations, Métis and Inuit ways of knowing and doing into every aspect of our work. HELP is guided by our Aboriginal Steering Committee, established in 2003.

HELP's strategy is closely aligned with that of the Faculty of Medicine and therefore provides a mechanism for achievement of the Faculty's goals. In particular, it is aligned with the goal to "teach, develop and mentor practitioners and scientists so that they can work together effectively in an evolving system" and with the goal to "facilitate knowledge creation, translation, and exchange". HELP is positioned within the Faculty to deliver on a critical lifecourse health research program with the potential to substantially shift BC health trajectories through strong knowledge-to-action efforts.

As a Centre within the Faculty's School of Population and Public Health, HELP's strategy directly supports several of the School's strategic goals: providing an exceptional student learning environment, research innovation and excellence and community engagement and knowledge-to-action.



The Human Early Learning Partnership (HELP) is a Senate approved Centre at the University of British Columbia, based in the School of Population and Public Health in the Faculty of Medicine. The late Dr. Clyde Hertzman and Dr. Hillel Goleman founded HELP in 2000.

Human Early Learning Partnership (HELP), a UBC Senate approved Centre established in 2000, has worked in partnership with schools and school districts across British Columbia for over 20 years to gather population-health data related to healthy child development.

Since 2014, with the leadership of Dr. Kimberly Schonert-Reichl as Director, HELP has expanded its faculty and significantly increased the number of students in the Centre. There is now increased capability and potential to expand our Human Development Program of Research and improve our understanding of the “differences that make a difference” in child development. Long-envisioned progress has been made in establishing the “World’s Best Infrastructure of Child Development Statistics.” The ideas that Dr. Clyde Hertzman pioneered from HELP’s inception are becoming a reality.



Drs Clyde Hertzman and Kimberly Schonert-Reichl meet the Dalai Lama at the Vancouver Peace Summit in 2009.



The time was right in 2016/17 to renew HELP’s strategic plan. This has been done with the input of all HELP staff, a number of graduate students, and all HELP faculty.

- Two full-day and one half-day faculty, staff, and student planning sessions
- Five strategic conversations focusing on each of HELP’s priority areas
- Ten strategic interviews with external academics and partners
- Dedicated meetings with faculty and staff
- Review by a newly formed Scientific Advisory Committee
- A full-day strategic planning day with our Aboriginal Steering Committee

This strategic plan reflects the collective knowledge and energy of all of our HELP faculty, students, and staff. We are grateful also for the reflections and input of external experts and partners who have helped to shape it. The plan provides a clear overview of HELP’s current priorities and strategic direction. This is a living plan to be adapted over time as the external environment demands.



GUIDING PRINCIPLES

EQUITY FROM THE START & INVESTING EARLY

Inequities in child development are preventable and we strive for greater fairness and equity, as a matter of social justice.

Investment in children across the early life course will have substantial positive effect on long-term population health: what happens to children in their earliest years is critical for their development throughout the life course. The years from birth to school graduation are foundational for brain and biological development.

PROPORTIONATE UNIVERSALITY

Realizing substantive shifts in the current patterns of child development, with significant differences between neighbourhoods and regions, requires that we pioneer strategies that build a universal platform to support children and families while also allowing intensive investment into those areas that have particularly high levels of vulnerability.

INTERDISCIPLINARITY

Child development is an inherently interdisciplinary topic. To achieve our vision and to act in accordance with our mission, we bring together many different view points and bodies of thought, to reflect on critical questions and build momentum toward improving child outcomes.

COMPASSION

As an organization, we always try to practice compassion and respect. We value relationships as central to everything that we do.

CULTURAL SENSITIVITY

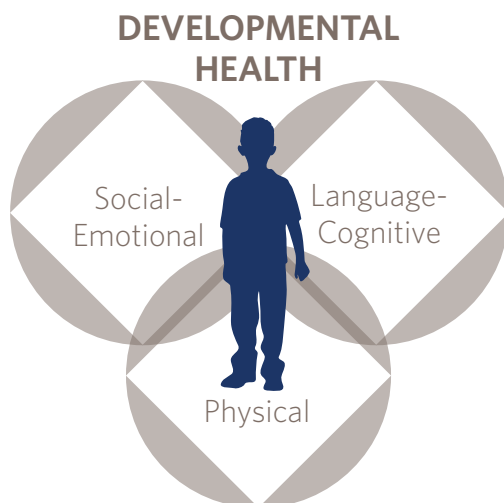
We honour the multiple cultures and languages that are critical to children's developmental health and well-being: we are committed to learning about and practicing cultural sensitivity.

COLLABORATION

We understand that achieving the vision we share with many will require the time and energy of multiple people and organizations, and so we consider external partners as active participants and contributors to our research and knowledge-to-action work. We are committed to being responsive and to working in partnership with others. We connect with faculty and experts across many disciplines at UBC nationally and internationally.

"It does not have to be this way!" - Dr. Clyde Hertzman

Our research agenda and knowledge-to-action work is based on several key conceptual models. These connect directly to our values. They are interconnected concepts. Everything that we do is built on these concepts and ideas. Our commitment to using these as a foundation for all of our work defines our unique approach.



We focus on the whole child: language-cognitive, social-emotional, and physical development

Three broad domains influence overall development of the whole child: physical, social emotional and language-cognitive, which together are the basis of “developmental health.” These domains of development are deeply interconnected and it is important to pay attention to this interconnectedness in designing and developing program and policy solutions.

We focus on development across the early life course

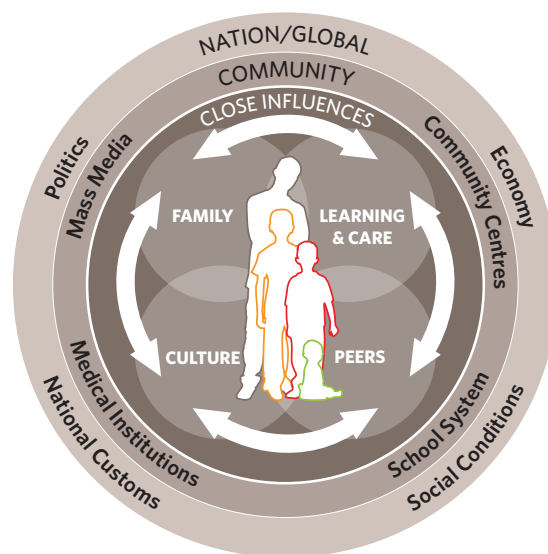
HELP’s research is based in a lifecourse health development approach. This approach places, at the centre, the importance of biological embedding: a process first described by Clyde Hertzman, by which experiences are programmed into the structure and functioning of biological and behavioural systems. The quality of children’s experiences, the risk and protective factors that are present in their lives, have a life-long influence on their health and well-being.



OUR UNIQUE APPROACH

We explore the many interactive and intersecting environments - social, relational, cultural, spiritual, environmental, political, and economic - in which children are born, grow, play, learn, work and age, and which determine lifelong health and well-being

- A growing body of knowledge of the influence of environments and child development guides priorities for evidence-based early childhood policies and practices. From the landmark report, *From Neurons to Neighborhoods: The Science of Early Childhood Development*, findings have now been generated across diverse fields of study about the important influence of environments on development and lifelong health.
- We use the ecological systems theory, developed by Urie Bronfenbrenner, as a conceptual foundation for our Human Development Program of Research (HDPR). This model explains how everything in a child and the child's environment affects how they grow and develop. HELP adapted this model in 2013 and created the Total Environment Assessment Model of Early Child Development (TEAM-ECD). This model continues to guide our Society-to-Cell research.
- We use data at multiple levels – biological, individual, family, classroom, community, policy – to respond to and address emerging issues in child development and society.
- We gather data at multiple time points, across the early and school aged years to help us better understand critical developmental transitions.



On May 25, 2018, Dr. Kimberly Schonert-Reichl and a number of HELPers hosted 25 Grade 6 and 7 students from Sir James Douglas Elementary School for the first ever MDI Kids Advisory Group at HELP, UBC.

We pioneer an integrated and creative knowledge-to-action (K2A) that prioritizes engagement and collaboration, to apply our research to influence policies, practices, and programs for children and families

We partner extensively with communities, schools, public health, organizations, governments, and other groups to maximize application and effectiveness of HELP's research and data. Through a combination of collaborative data collection, training, community presentations, workshops, institutes and systems leadership capacity building sessions, we work collaboratively with many partners to better understand the relevance of our research to existing child development challenges and the opportunities for action and change.



Members of the Aboriginal Steering Committee (ASC) at our annual Aboriginal HELP Talks, First Nations Longhouse, UBC. L to R: Duane Jackson, Carrie-Anne Vanderhoop, Liza Haldane, Diana Elliott, Reanna Erasmus, Joan Gignac, Elder Jessie Nyberg (retired member), Jeremy Belyea, Laranna Androsoff, Deborah Canada, Denise Lacerte. Missing: Connie Deane, Kris Salikin

We work with our Aboriginal Steering Committee (ASC) to ensure the cultural relevance of our research and honour the calls to action of the Truth and Reconciliation Commission

HELP strives to engage in First Nations, Métis and Inuit research, data collection, and reporting in a culturally-responsive and safe manner that acknowledges the history, language and culture of First Nations, Métis and Inuit children and their families. HELP also recognizes the importance of conducting research that is guided by First Nations, Métis and Inuit ways of knowing.

To support this approach, HELP established an Aboriginal Steering Committee (ASC) in 2003. ASC members are leaders and experts, and elders and community members from First Nations, Métis and Inuit communities in BC and Canada. The ASC works in partnership with HELP faculty, staff and partners to understand the needs of First Nations, Métis and Inuit children, their families and communities.

By sharing their knowledge and experience, ASC members are able to support a deeper understanding of the social and cultural determinants of First Nations, Métis and Inuit children's health and well-being. The ASC ensures that our research activities involving First Nations, Métis and Inuit peoples are reflective of the diverse histories, cultures, languages, values and ways of knowing of First Nations, Métis and Inuit people.

HELP and the ASC engage regularly to:

- oversee HELP's understanding of and commitment to Aboriginal, international and national legal agreements that bind us to a commitment to improve the experiences and outcomes of First Nations, Métis and Inuit children
- ensure that HELP continues to make a significant contribution toward the Truth and Reconciliation Calls to Action
- ensure that HELP's data management protocols are in accordance with specific ethics guidelines for health research involving First Nations, Métis and Inuit peoples (e.g., OCAP® Principles)
- guide the development of culturally safe and relevant research, survey tools and reports
- advise on strategies and protocols to support HELP's engagement and communications with First Nations, Métis and Inuit communities, organizations and Education Councils in BC, and
- contribute to designing and hosting annual events that explore and facilitate dialogue on issues, challenges and successes related to First Nations, Métis and Inuit research.

STRATEGIC PRIORITIES & GOALS

1

GOALS

Expanding HELP's child development monitoring system

- Achieve and maintain full provincial coverage of a dynamic suite of child development questionnaires that form a comprehensive monitoring system that covers the early life course
- Use innovative data linkage research to extend our lifecourse health research program and deepen our understanding of individual and contextual factors that influence child and youth development
- Support the use of HELP's tools and the implementation of child development monitoring systems across Canada and internationally

2

GOALS

Leading a comprehensive Human Development Program of Research (HDPR)

- Pursue a range of interconnected research projects that both expand the child and youth development research literature and respond to emerging developmental and societal questions
- Further develop our research program to support First Nations, Métis and Inuit child development
- Create a vibrant network of interdisciplinary researchers, and students

3

GOALS

Increase the impact of our data and research through an ongoing knowledge-to-action (K2A) strategy

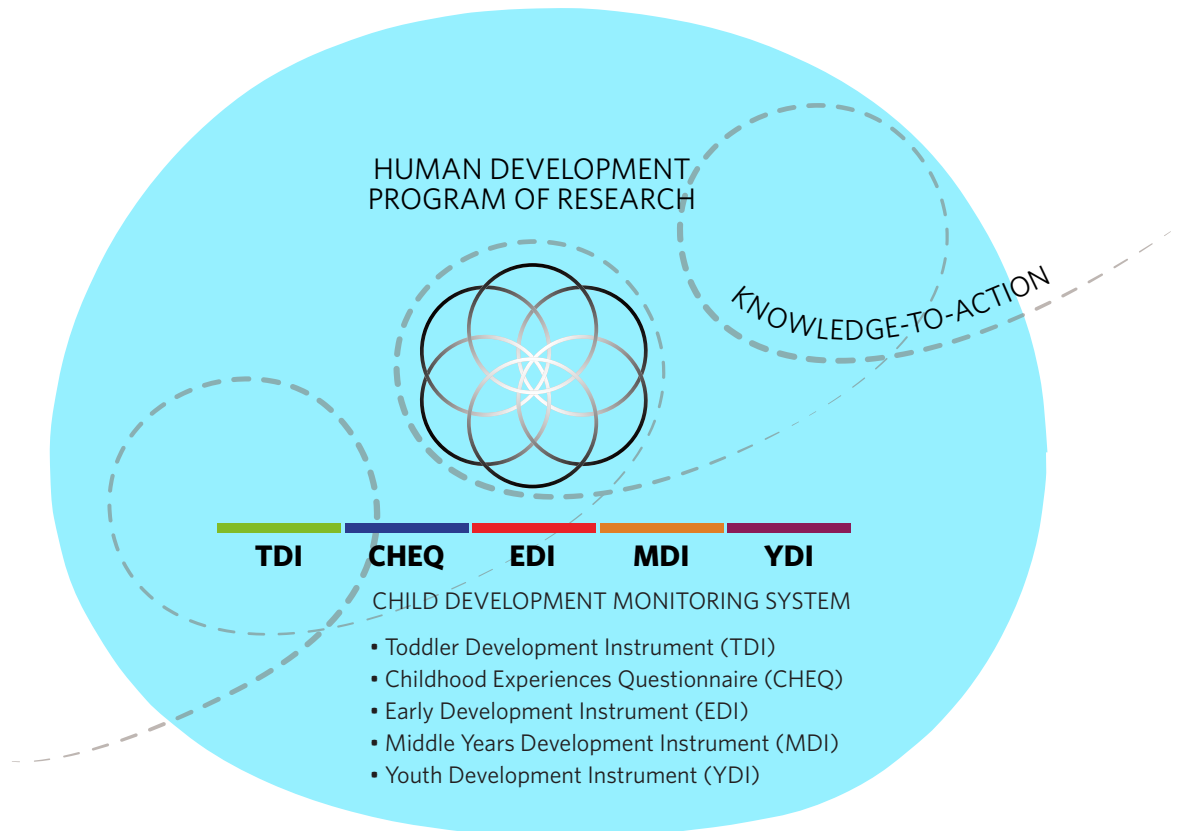
- Apply HELP's integrated knowledge-to-action (K2A) expertise across our Human Development Program of Research
- Build a thorough process of K2A evaluation in all of our projects to better understand the impact of our work, and engage with partners
- Focus HELP's data and research reporting on actively supporting the process of informed decision-making in government, institutions, organizations and community
- Expand HELP's capacity to engage with stakeholders and government, organizations and communities, developing the capacity of leaders at every level to work in complex systems to improve child well-being

4

Create a healthy work environment that preferences learning, and respect







FOUR STRATEGIC PRIORITIES



HELP'S FOUR STRATEGIC PRIORITIES

The first three of these priorities guide our active research, reporting and engagement, and are deeply interconnected and interdependent. The fourth is the essential foundation in which to achieve them:

- 
1 Expand a child development monitoring system
- 
2 Lead a comprehensive Human Development Program of Research
- 
3 Increase the impact of our data and research through an ongoing knowledge-to-action (K2A) strategy
- 
4 Create a healthy work environment that preferences learning, and respect

EXPAND OUR POPULATION HEALTH CHILD DEVELOPMENT MONITORING SYSTEM THAT PROVIDES A FOUNDATION FOR HIGH-QUALITY RESEARCH AND EVIDENCE-BASED DECISION-MAKING

HELP has long envisioned a series of coherent population health data collection questionnaires that provide longitudinal data about child outcomes and contextual factors, used at critical transitional points in children's development. Put together in the form of a linked monitoring system, these questionnaires are an essential foundation for informed policy and program decision-making, and for high-quality research.

HELP works closely with its partner organization, Population Data BC, to ensure the highest privacy and ethical standards are maintained in the storage of our data sets, and also in all of our research involving linked data.

Population Data BC, created at the same time as HELP and with the leadership of Dr. Clyde Hertzman and colleagues at the School of Population and Public Health, is a multi-university centre, that houses one of the world's largest collections of health care, health services, population health and education data. Population Data BC is co-located with HELP at UBC and houses many of HELP's data resources.

GOAL 1 : Achieve and maintain full provincial coverage for a dynamic suite of child development questionnaires that form a comprehensive monitoring system that covers the early life course

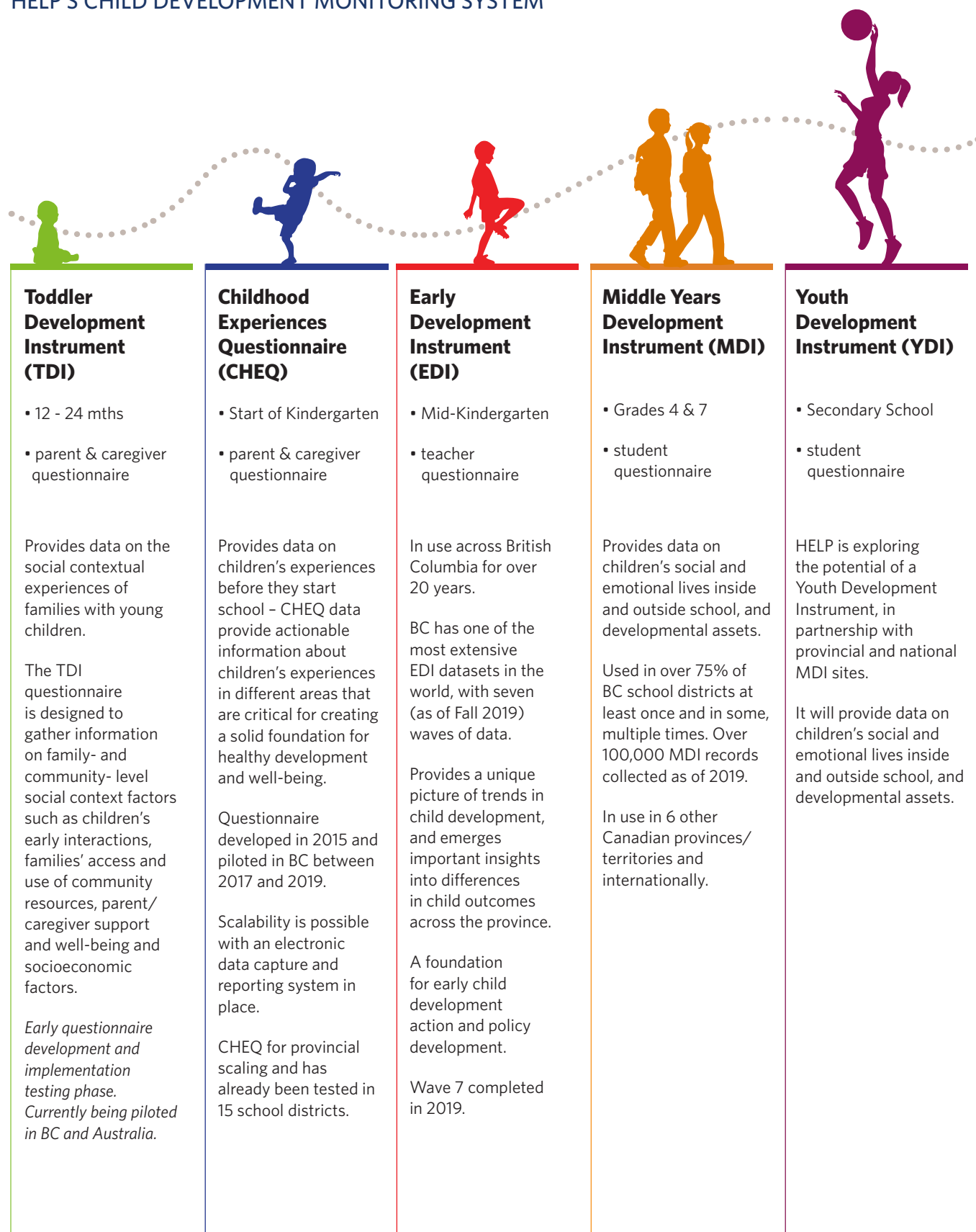
Key themes for the monitoring system in the coming years are:

- Continue to move all of our tools toward full provincial coverage
- Increase the number of regions and communities with a complete suite of HELP-based data
- Continue to ensure that all of these questionnaires are culturally sensitive in their construction, use for data collection, and in the way that we report the data and research: HELP is committed to ensuring that the monitoring system supports First Nations, Métis and Inuit communities to improve outcomes for children
- Continue to grow an adaptive and high-quality electronic data capture and reporting system that ensures data quality and accuracy. This system provides an essential foundation for data analysis and reporting

HELP is poised to fully realize this monitoring system in a number of communities in BC.



HELP'S CHILD DEVELOPMENT MONITORING SYSTEM





GOAL 2 : Use innovative data linkage research to extend our lifecourse health research program and deepen our understanding of individual and contextual factors that influence child and youth development

The following themes are core to this goal:

- Continue research that uses HELP's longstanding Developmental Trajectories linked dataset that brings together HELP's data with various health and education administrative datasets
- Expand administrative and community data sets available for linkage, covering the education, health and child welfare systems and extending from birth to graduation
- Develop a framework for a comprehensive research program using HELP and external data sets that seeks to answer key child development questions
- Contribute to both provincial and Canadian research studies that are using linked data to respond to current policy changes, e.g., outcomes for refugee children in Canada

GOAL 3 : Support the use of HELP's tools and the implementation of child development monitoring systems across Canada and internationally

HELP has pioneered the development of a monitoring system and population health data collection tools that do not exist in other parts of the country or world. We have a responsibility to share our tools, systems and expertise with those who hold a similar vision and interest.





LEAD A COMPREHENSIVE HUMAN DEVELOPMENT PROGRAM OF RESEARCH (HDPR) THAT INCREASES OUR UNDERSTANDING OF THE MULTIPLE FACTORS THAT INFLUENCE CHILD DEVELOPMENT OUTCOMES

GOAL 1: Pursue a range of interconnected research projects that both expand the child and youth development research literature and respond to emerging developmental and societal questions.

The following themes are core to this goal:

- Understand the mechanisms of biological embedding (the science of social epigenetics) - how experience “gets under the skin” to influence life-long health and well-being
- Explore systematically how the immediate environments in which children spend their time – at home, with family, and in a range of programs and services - influence their developmental outcomes
- Understand how and why groups of children within the larger population experience different developmental patterns with particular focus on supporting our First Nations, Métis and Inuit partners
- Understand the relation between socio-economic status and child development outcomes through the application of Socio-Economic Status indices
- Determine the degree to which the quality and strength of community networks and collaborations influence the experiences of children and families and therefore their well-being
- Use our significant data resources, the most up-to-date research, and our long history of knowledge exchange and engagement, to catalyze a provincial focus and provide comprehensive resources to address children’s social emotional competence and mental well-being. HELP’s strong partnerships with national and international leaders in this space uniquely equips us to play a convening role
- Build a research program to support a national and provincial focus on children’s play
- Create and expand a child development intervention science research program that supports organizations and institutions to identify high-quality and impactful programs, services and practices that can be implemented both universally and in targeted ways
- Understand the social and economic implications of federal and provincial policies that affect the health and well-being of children and families

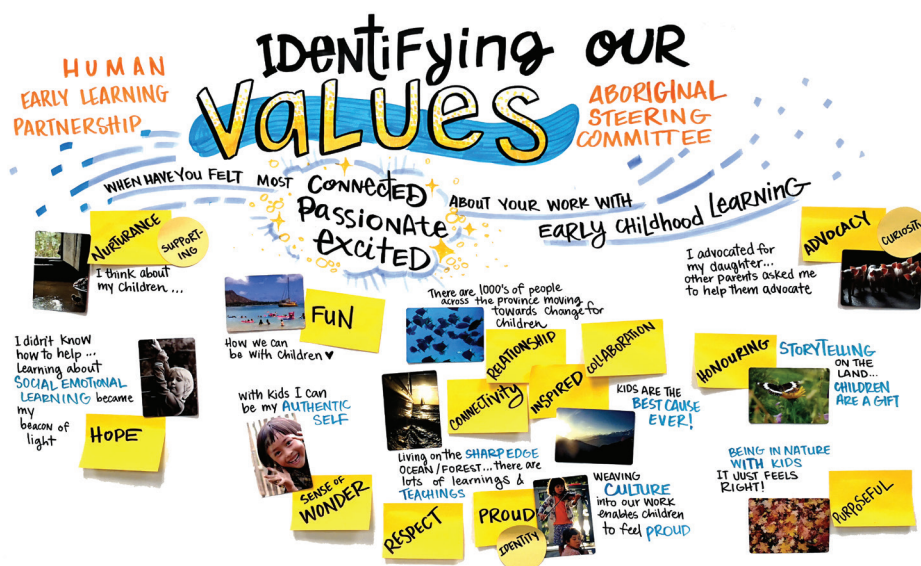




GOAL 2 : Further develop our research program to support First Nations, Métis and Inuit child development

To understand the development of First Nations, Métis and Inuit children in the province, it is important to acknowledge the factors that shape and influence their health and well-being. First Nations, Métis and Inuit people have and continue to experience significant injustices due to a number of related, historical factors, including: the Indian Act, residential schools and reserve systems, and other colonial policies and practices.

For First Nations, Métis and Inuit people, these factors have led to loss of access to language and culture, experiences of racism, poverty and exclusion, intergenerational trauma, and an over-representation of First Nations, Métis and Inuit children in the child welfare and justice systems. As a result of these experiences, the lifelong health and well-being of First Nations, Métis and Inuit children and youth in BC continues to be negatively impacted. HELP is committed to supporting the achievement of better health outcomes for First Nations, Métis and Inuit children and youth. The positive factors that influence their well-being need to be collectively identified and supported.



Developed at an ASC strategic planning session, Nov 2018. Live Graphic Recording: Tiaré Jung, Drawing Change.

The following themes are core to this goal:

- Seek leadership for HELP's Aboriginal research and community engagement
- Engage with First Nations, Métis and Inuit organizations and communities in forming and continuing our Aboriginal research
- Partner with First Nations, Métis and Inuit researchers across UBC and in First Nations, Métis and Inuit communities to facilitate individual research studies to develop a rich First Nations, Métis and Inuit research program
- Use HELP's rich data set on language and culture, and working directly in partnership with First Nations, Métis and Inuit communities, continue to explore the power of language and culture in improving child development outcomes

HELP would like to acknowledge the contribution of a number of First Nations, Métis and Inuit partners in building a rich Aboriginal Research Program including UBC Aboriginal Scholars, the Centre of Excellence for Indigenous Health (UBC), the First Nations Health Authority, the BC Indigenous Data Governance Initiative and the First Nations Educational Steering Committee.



GOAL 3 : Create a vibrant network of interdisciplinary researchers, and students

An essential foundation to achieving this goal are the strong research partnerships that HELP has both within UBC and with external research centres. A particular focus is on nurturing the next generation of interdisciplinary scholars. The following themes are core to this goal:

- Nurture a thriving HELP affiliate network, including both faculty and community partners
- Host a Scientific Advisory Board that will guide HELP's work both inside and outside of UBC
- Increase student, post doc, and trainee opportunities for involvement in HELP's human development research projects and developing a vibrant interdisciplinary student culture
- Connect with First Nations, Métis and Inuit researchers at UBC and other research institutions to support HELP's Aboriginal research agenda
- Design and implement a student grant program funded by the Clyde Hertzman Legacy Fund. The Clyde Hertzman Legacy Fund has been created by partners, colleagues, friends and family of Clyde's who remain committed to his vision of engaged research that mobilizes communities and has direct relevance to them
- Expand trans- and interdisciplinary collaborations and research initiatives with students and researchers at UBC and other institutions





INCREASE THE IMPACT OF OUR DATA AND RESEARCH THROUGH AN ON-GOING KNOWLEDGE-TO-ACTION (K2A) STRATEGY THAT IS ENGAGED, INNOVATIVE AND RESPONSIVE

GOAL 1 : Apply HELP's knowledge-to-action (K2A) expertise across our Human Development Program of Research

The following themes are core to this goal:

- Communicate key messages emerging from HELP's interconnected Human Development Program of Research to key audiences in academia, government and in community
- Play a central role provincially and nationally in communicating the importance of addressing issues of equity and social justice, addressing social determinants of health, and providing high quality environments for all children of all ages

GOAL 2 : Focus HELP's data and research reporting on actively supporting the process of informed decision-making in government, institutions, organizations and community

The following themes are core to this goal:

- Support communities, institutions, and government to access and make meaning of HELP's data and research and use them in decision-making and to move to action
- Design and create a comprehensive reporting approach that widens the use of HELP's data and research through efficient and effective access points – on paper, online, and in person
- Work closely with First Nations, Métis and Inuit communities and organizations to ensure that our data and research are accessible and used in positive and supportive ways toward improved child outcomes
- Achieve excellence in our communications and information design to ensure uptake of data and research

What is knowledge-to-action (K2A)?

This is a process of two-way information sharing and learning. HELP is able to bring substantial research and knowledge to bear to support reflection and decision-making in institutions and communities. At the same time, knowledge and information from communities has a substantial influence on every aspect of our activity from decisions about research questions, to the data that we mobilize, to decisions about reporting. HELP works in an integrated and iterative way with our knowledge users to ensure that what we report and communicate is relevant and useful. This process also involves deeper engagement with users to support improved understanding and applied use of our data and research.



GOAL 3 : Expand HELP's capacity to engage with government, organizations and communities, and leaders at every level to work in complex systems to improve child well-being

The following themes are core to this goal:

- Expand HELP's capacity to support a robust community and partner K2A process
- Enhance the capacity of partners toward systems change by intentionally supporting leadership development at every level and through the creation and mobilization of systems leadership training resources
- Work directly with First Nations, Métis and Inuit communities, using traditional talking circles and other approaches, to exchange knowledges and perspectives

GOAL 4 : Build a thorough process of K2A evaluation in all of our projects to better understand the impact of our work, and engage with partners

The following themes are core to this goal:

- Update a HELP theory of change for our K2A work that explains how we believe that our data and research reporting and engagement will lead to changed behaviour and improved child outcomes
- Develop systematic approaches for evaluating the impact of HELP's events, reporting and community engagement using both traditional and developmental evaluation approaches
- Make progress on understanding how we can better understand the impact of HELP's research and monitoring
- Create a learning framework for HELP's K2A approach that can create a foundation of theory and content that can be integrated into HELP-led support workshops, institutes, symposia, and conferences

What is Systems Change?

To have a long-term population level impact on child development outcomes requires that many systems – education, health, child welfare – come together to minimize fragmentation of program, conflicting policies and place children and families at the centre. A systems change approach develops a larger common intention of improved child outcomes, and then addresses the multiple strategies that are required to achieve this vision through changing structures and processes/policies. Systems change also requires the intentional development of personal leadership capacity to work on wicked and complex problems.

CREATE A HEALTHY WORK ENVIRONMENT THAT PREFERENCES LEARNING, AND RESPECT

At HELP, we have made being a healthy and positive learning organization part of our strategic plan so that we will actively pursue improvement in a number of areas:

...We will build and continually renew our commitment to and the reality of a culturally safe workspace. This commitment acknowledges our personal commitment to treat everyone with respect and our organizational commitment to accept the truth of Aboriginal history in Canada and to be an active and engaged partner on the path toward reconciliation. We acknowledge the teaching of our Aboriginal partners, in particular our Aboriginal Steering Committee, and commit to a journey of learning alongside them. As a part of this commitment, we ensure that all our faculty, staff and students are trained in cultural safety.

...We are transparent and inclusive in our decision-making. We approach decisions in a thoughtful and balanced way, weighing up the many competing priorities and needs in front of us. We take time to review our decision-making processes so that we can constantly evolve them, ensuring that we are efficient and effective as possible.

...We attempt to learn from our mistakes in a non-judgmental way, through inquiry and discussion. We celebrate accomplishments, small and large.

...We place relationships at the centre of everything we do, working to optimize the quality of experience that faculty, staff, students, external partners and stakeholders have in their day-to-day dealings with us.

...We hire and retain great people, each of whom brings unique talents and experiences to HELP. We support personal and professional growth in all of our staff and students. We encourage staff to commit time during their working hours to build their professional skills and capabilities.

...We care about our physical, social and emotional health. We offer flexible work days, respect work-life balance, offer alternatives to traditional meetings through standing or walking meetings, and offer yoga and pilates in the workplace. We try not to send work emails on weekends or schedule meetings over the lunch hour (a work in progress). Our Social Committee plans events for faculty, staff and students to interact socially.

...We believe in ethical leadership and hold privacy, confidentiality and security as paramount.

Our Aboriginal Steering Committee, faculty, staff, speakers, and special guests participating in HELP's annual Aboriginal Help Talks, First Nations Longhouse, UBC in 2017.





DR. KIMBERLY SCHONERT-REICHL

Director of the Human Early Learning Partnership (HELP) and a Professor in the Human Development, Learning, and Culture area in the Department of Educational and Counselling Psychology, and Special Education in the Faculty of Education at UBC.

A world renowned expert in the area of social and emotional learning (SEL), Dr. Schonert-Reichl's research focuses on identification of the processes that foster positive human qualities such as empathy, compassion, altruism, and resiliency in children and adolescents, and the ways in which contexts influence child development. She has led the development of the implementation of the Middle Years Development Instrument (MDI), a child self-report population measure of 4th and 7th grade children's social, emotional, and physical well-being and developmental assets inside and outside of school.

Dr. Schonert-Reichl is the recipient of several awards, including the 2015 Joseph E. Zins Distinguished Scholar Award for outstanding research on social and emotional learning (SEL), and the 2009 Confederation of University Faculty Associations BC's Paz Buttedahl Career Achievement Award in recognition of her sustained outstanding contributions to the community beyond the academy through research over the major portion of her career. She is also an elected Fellow of the Mind and Life Institute and a Fellow of the Botin Foundation's Platform for Innovation in Education. She is the recipient of the 2007 UBC Killam Teaching Prize in recognition of excellence in undergraduate and graduate teaching, and the 2004 Vancouver

School Board Recognition Award for her work promoting social responsibility in students. Over the past decade, Dr. Schonert-Reichl has been involved in Dialogues with the Dalai Lama in Vancouver and in India on topics related to SEL and promoting children's empathy and compassion and her dialogue with the Dalai Lama was also highlighted in the 2017 documentary "The Last Dalai Lama?" by the award winning producer/director, Mickey Lemle.

Dr. Schonert-Reichl has been involved with many scholarly committees and consultancies. She serves as an advisor to the British Columbia (BC) Ministry Education on the development and implementation of the redesign of the Curriculum and Assessment Framework that focuses on the promotion of students' personal and social competencies; an Expert Advisor to the Organization for Economic Co-Operation and Development's (OECD) Education 2030 initiative, a Board Member of the Collaborative for Academic, Social, and Emotional Learning (CASEL), an advisor to UNESCO's Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) on SEL, a member of the Educational Testing Service's panel on research, and an advisor to the Dalai Lama Center for Peace and Education. She is also the Chair of the Goldie Hawn Foundation's Scientific Research Advisory Board.



DR. CLYDE HERTZMAN

Founding Director of the Human Early Learning Partnership (HELP). He was the Canada Research Chair in Population Health and Human Development and Professor in the School of Population and Public Health at UBC.



Nationally, Dr. Hertzman was a Senior Fellow of the Experience-based Brain and Biological Development Programme and the Successful Societies Programs of the Canadian Institute for Advanced Research (CIAR). He was a Fellow of the Royal Society of Canada and the Canadian Academy of Health Sciences, and he held an honorary appointment at the Institute for Child Health, University College, London.

Dr. Hertzman played a central role in creating a framework that links population health to human development, emphasizing the special role of early child development as a determinant of health. His research contributed to international, national, provincial, and community initiatives for healthy child development. He was the recipient of the Canadian Institutes of Health Research (CIHR) 2010 Canada's Health Researcher of the Year and was made an Officer of the Order of Canada in 2013.

Dr. Hertzman passed away suddenly in February 2013.

ACKNOWLEDGEMENTS



HELP would like to acknowledge the generous financial support, over many years, of the Ministries of Children and Family Development, Education and Health. We are also fortunate to work alongside a large number of committed individuals and organizations. This Strategic Plan expresses our commitment to continue to work with our partners and with Government toward a province that supports the best for all children and families.

Suggested citation

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THE UNIVERSITY
OF BRITISH COLUMBIA

School of Population
and Public Health
Faculty of Medicine