

**Dr. Hayley Morrison** is an Assistant Professor in the Faculty of Education at the **University of Alberta** (UA). Hayley teaches pre-service teachers their physical and health education (PHE) curriculum and pedagogy courses and Masters of Education students in the Health and Physical Education Cohort about inclusive PHE and educational research.

Hayley has been recognized for her undergraduate and graduate teaching by the UA's Centre for Teaching and Learning who featured her for her online pedagogy (2021). Hayley was the recipient of the UA Teaching Unit Award: Health and PE MEd Cohort Teaching Team (2020) with her colleagues Dr. Lauren Sulz and Dr. Douglas Gleddie with whom she also co-founded the Healthy Schools Lab.

Hayley's teaching and research are very interconnected as she aims to **support educative and inclusive experiences at all levels of teaching and learning in PHE**. Hayley was the recipient of the 2019 PHE Canada Research Council Emerging Scholar Award and her research strives to **challenge assumptions about disability, expand understanding about holistic programs for all individuals, and support ethical research and teaching practices for PHE**. She researches her own, practitioners', and students' experiences with inclusive PHE. Currently, Hayley is working on a project with practitioners (in-service teachers and educational assistants) and elementary students to **enhance inclusive PHE experiences through collaborative professional development**.

Hayley has been an active member of organizations and programs that provide voice to individuals experiencing disability and advancing individual rights and accessibility. She previously worked with the SNAP program through Brock University and is now a Board Member for 'The Friends of The Steadward Centre' that advocates for The Steadward Centre. Hayley is thrilled to have recently joined the PHE Canada Research Council Executive (2021) as the Member-at-Large West and looks forward to bringing her knowledge and experiences to the committee, organization and members.

### Why is it important to be connected to the PHE Canada Research Council?

The PHE Canada Research Council has provided me with many opportunities since I began my education journey and career in PHE. As a previous graduate student in PHE and now faculty member I have been attending the PHE Canada Research Council Forum to learn and network with colleagues across the country and beyond. The Forum, whether presenting or participating as a delegate, has given me a safe space to share ideas, build my confidence as a researcher, and learn from colleagues across the country and beyond. Without the Research Council, I would not have been able to connect with graduate students across the country when I was a student nor gain the mentorship that I now have from faculty members that are part of this community. Being a Research Council member has also connected me to resources for teaching through the Research Council's e-newsletter and PHE website, and has afforded me the opportunity to collaborate on research projects with colleagues from various institutions within Canada. Lastly, it's important to be connected to the PHE Canada Research Council as it has helped me build a community and platform to advocate and educate about PHE locally, nationally, and internationally.



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### Dr. Hayley Morrison's most recent publications:

Lorusso, J., Johnson, A., **Morrison, H.**, Stoddart, A., Borduas, C., Cameron, N., Lim, C., & Price, C. (2020). Looking through the lens: Capturing the experiences of physical and health education graduate students in Canada. *Physical Education & Sport Pedagogy*, 25(6), 643-665. doi: 10.1080/17408989.2020.1789572

Sulz, L., **Morrison, H.**, & Fenlon-MacDonald, C. (2020). Supporting students' mental health in physical education classes. *Runner: The Journal of the Health and Physical Education Council of The Alberta Teachers' Association*, 51(1), 9-16.

**Morrison, H.**, & Gleddie, D. (2019). In-service teachers' and educational assistants' professional development experiences for inclusive physical education. *Journal of Teaching in Physical Education*, 30(4), 328-337. <https://doi.org/10.1123/jtpe.2018-0271>

Bracco, E., Lodewyk, K., & **Morrison, H.** (2019). A case study of disengaged adolescent girls' experiences with physical education and teaching games for understanding. *Curriculum Studies in Health and Physical Education*, 10(3), 207-225. doi: 10.1080/25742981.2019.1632724

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