

Inclusive Education Canada

Associate Information



Jess Whitley

Associate Professor of Inclusive Education, Faculty of Education, University of Ottawa

Biography

Jess Whitley's research and teaching are driven by a dedication to improving the school experiences of all students and teachers. Her research focuses on mental health literacy, inclusive education policy, teacher preparation for inclusive education, and the wellbeing of children and youth with mental health issues. She conducts research in partnership with colleagues at universities across Canada as well as collaboratively engaging with community organizations.

Jess is part of the Canadian Research Centre on Inclusive Education and an associate of the Centre for Research on Educational and Community Services. In her teaching, she aims to best prepare future teachers of inclusive classrooms and further develop the skills and knowledge of graduate-level learners. Jess is co-founder of the Comprehensive School Health B.Ed. cohort at the University of Ottawa.

Jess is currently co-investigator on a 3-year (2019-2022) project conducting a review of the implementation of a new Inclusive Education policy of the Nova Scotia Department of Education and Early Childhood Development.

Interests

Mental health; Inclusive teaching practices; Differentiated Instruction; Teacher preparation; Social-emotional learning; Teacher wellbeing

Consultation

Teacher preparation for inclusive education; Social-emotional learning interventions and assessment; Student & teacher wellbeing; Mental health literacy among teachers

Contact

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Projects and Publications

- Whitley, J., Matheson, I., Specht, J., & MacCormack, J. (In Press). Perspectives of parents of children with SEN: Supports and strengths during COVID-19 school closures. *Exceptionality Education International*.
- 2019-2022: Developmental Evaluation Services of the Implementation and Preliminary Outcomes of an Inclusive Education Policy Framework in Nova Scotia, Co-Investigator: Andy Hargreaves
- 2019-2020: Partnering to promote children's emotional well-being and educational outcomes
Co-Investigators: Maria Rogers, David Smith, Crossroads Children's Mental Health Centre
- Whitley, J., Duquette, C., Gooderham, S., Elliott, C., Orders, S., Klan, A. (2021). Implementation of a differentiated instruction initiative: Perspectives of leaders. *Canadian Journal of Educational Administration and Policy*, 196, 49-64
- Sider, S., MacCormack, J. & Whitley, J. (2021, Winter). Schools as an Equalizing Force: What the pandemic has taught us about school leadership and inclusive education. *Canadian Association of Principals Journal*. <https://cdnprincipals.com/moving-forward-despite-uncertainty-leading-schools-during-a-pandemic>.
- Whitley, J., Klan, A., & D'Agostino, B. (2020). Narratives of funding related to Inclusive Education: Canadian news media from 2014-2019. *International Journal of Inclusive Education*. <https://doi.org/10.1080/13603116.2020.1821446>
- Whitley, J. (2020). Evidence-based practices for teaching learners with emotional and behavioral disorders.
- Lloyd, R. J., de Montigny, J., & Whitley, J. (2019). Comprehensive School Health in Teacher Education and Schools: Becoming a Champion of Health.
- Whitley, J., Smith, D., Vaillancourt, T. & Neufeld, J. (2018). Promoting Mental Health Literacy among Educators: Critical in School-Based Prevention and Intervention.

