Creating A Climate of Inclusion and Well-Being in Schools

@ClimatePeel
#BuildClimate
We are on the traditional territory of the Mississaugas of the New Credit First Nation
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Today’s Goals

• To review Ministry of Education and Peel District School Board expectations regarding Creating Positive Climates in our schools in the light of our 3 year plan: *Plan for Student Success*

• Explore how relationship building is a proactive approach to promoting positive school climates.

• Explore a variety of resources for practical activities.
A Snapshot of Peel

Statistics Canada, 2016 Census
In 2015, the median after-tax income for Peel residents aged 15+ was $28,405. Peel had the second lowest median after-tax income for people aged 15+ in the GTA. The median after-tax income for males and females in Peel was $32,554 and $25,077 respectively.

Among the GTA municipalities, Peel also had the second highest prevalence of low-income (12.8%). Peel residents under 6 years of age (19.3%) were the most likely to live in low income households.

35.5% of Peel’s recent immigrants were born in India
73.3% of Brampton’s population are visible minorities
14.0% of Peel’s recent immigrants reside in Mississauga
40.7% of Caledon’s population have been in Canada for three or more generations
51.5% of Peel’s population are immigrants
Circle Norms for Today:

There are common norms we provide when facilitating meetings:

✓ To honor diversity of think time, please look down while thinking, and up when you are ready as visual cue that everyone is ready to speak.

✓ The designated speaker should speak and be heard by whole circle.

✓ If people do not wish to speak, they are entitled to ‘pass’ for the moment but they are asked to speak once the round has finished.

✓ No put-downs, no blame, no shame. Listen without judgement to learn.

✓ Circle questions should be preferably positive with choices offered.

✓ The facilitator should always answer the questions too.

✓ Remember to praise participants for their participation – even if they struggle.
1. Introduce yourself to your circle, including your role and location.
Circle Questions:

2. Every name has a story. Continue to introduce yourself in your circle by choosing any 3 of the questions below:

- What does your name mean?
- Why was your name chosen?
- Were you named after someone?
- Do you have a nickname?
- Do you like your name?
- Does your name have another meaning in a different language?
- If you could change your name, what would it be and why?
- Do you have more than one name?
Circle Questions:

3. Share one thing you do to support your personal wellbeing.
Humans have a fundamental need to belong.
Climate In The Big Picture...

**District School Board**

**Plan for Student Success 2016-21**

**GOAL:** High expectations for achievement
Set high expectations for staff and students to ensure all students achieve personal excellence

**GOAL:** Parent, community, and staff engagement
Engage staff, parents, and communities to support student success

**GOAL:** Equity and Inclusion
Achieve inclusion for all through continuous progress on equity

**GOAL:** Safe, positive, healthy climate/well-being
Build safe, positive, healthy climates for learning and working to nurture students and staff well-being

**MISSION:**
We inspire success, confidence, and hope in each student

**VALUES:**
- Caring
- Cooperative
- Honest
- Inclusive
- Respectful
- Responsible
A Snapshot of Peel District School Board

- 253 Schools
- 154,000 K-12
- 15,000 staff
Where are we now:

- Staff from approximately 190 schools trained
- Approximately 1600 total staff trained
- 3-day training with the International Institute of Restorative Practices
8 minutes to prepare; 8 minutes to share.

Answer the Questions in your expert groups:
1. How do these resources support Equity, Inclusion with a Restorative Mindset?
2. How might these materials help to expand your practice?
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8 minutes to share.

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1. How do these resources support Equity, Inclusion with a Restorative Mindset?
2. How might these materials help to expand your practice?
Access the electronic version of this resource:

https://s3.amazonaws.com/online.fliphtml5.com/kadk/wkef/index.html
Restorative Practices in PDSB