

Putting It All Together :

*Deepening the Culture
of Inclusion and Caring*



“There is a direct link between success in school and the school environment in which student learning takes place. Students are more motivated to do well and achieve their full potential in schools that have a positive school culture and one in which they feel safe and supported.” Safe Schools Action Team, 2008

Today's Intentions:

- **Introducing the Healthy Relationship and Climate for Learning and Working frameworks**
- **Applying frameworks to personal and collaborative contexts**
- **Connecting Ministry initiatives**

“You can borrow or steal a technique, but never a philosophy or culture.”

Fullan, 2008

“It is our belief that relationships shape the culture of a school. It is a culture you must create. It is a culture shaped by valuing students and their voices.”

Simply the Best – Middleton & Pettit, 2010

Healthy Relationships

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graph TD; A(Healthy Relationships) --- B[Safe, Nurturing and Engaging]; A --- C[Repair]; A --- D[Character Attributes in Action]; A --- E[Working with Challenging Emotions/Behaviours];
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**Safe, Nurturing
and Engaging**

Repair

**Character Attributes
in Action**

**Working with Challenging
Emotions/Behaviours**

Given your interaction with others on a daily basis, what BELIEFS, STRATEGIES and SKILLS do you use to help foster healthy relationships:

- When you are interacting with colleagues, students, parents, community members

"We can never know the totality or full potential of other people (or what they should be, for that matter) but who they are with us has something to do with who we are with them. Through our conversations, we unwittingly enlarge or diminish the potentials and possibilities of everyone around us."

Harriet Learner, *The Dance of Connection* (Page 64)



Climate for Learning and Working

Equity

Respect

Safe, Nurturing,
Engaging
Relationships and
Environments

Inclusion

Restorative
Practices

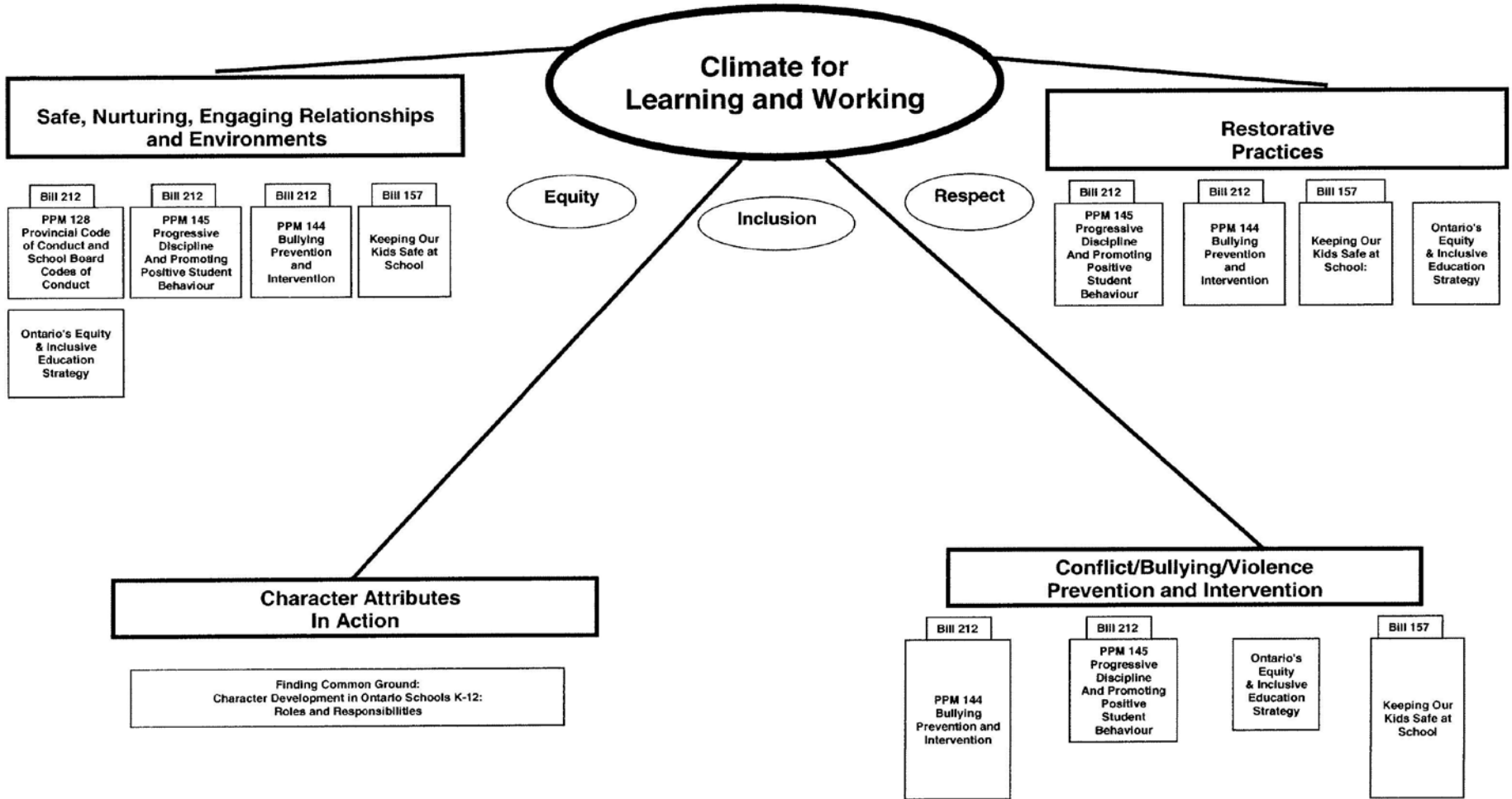
Character Attributes
in Action

Conflict/Bullying/Violence
Prevention and Intervention

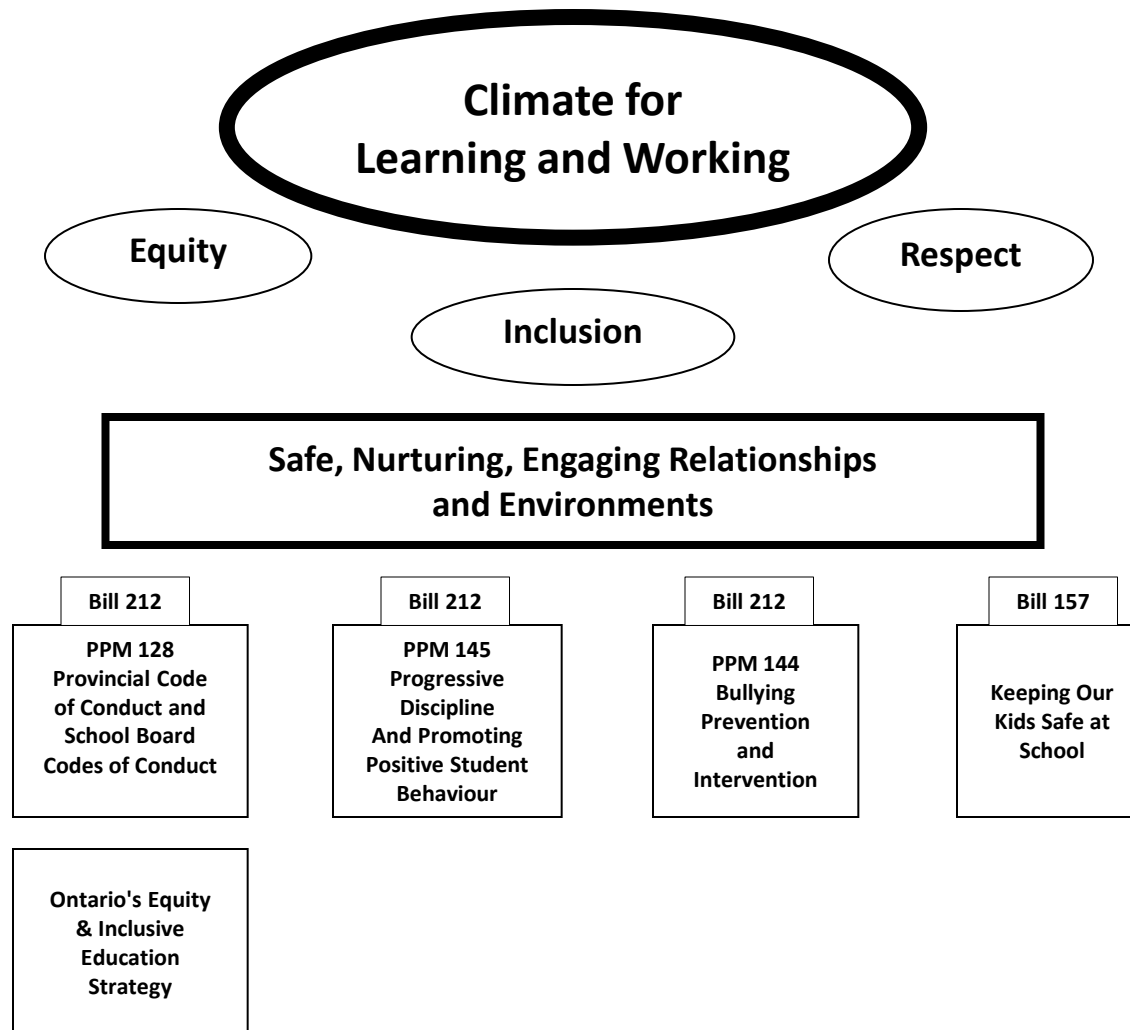
Given our interaction with others on a daily basis, what BELIEFS, STRATEGIES and SKILLS do we use to help foster a positive climate for learning and working:

- When we are interacting with colleagues, students, parents, community members

Connections: Ministry Initiatives & The Climate for Learning and Working Framework



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**Character Attributes
In Action**

**Finding Common Ground:
Character Development in Ontario Schools K-12:
Roles and Responsibilities**

Connections: Ministry Initiatives & the Climate for Learning and Working Framework

Climate for Learning and Working

Equity

Respect

Inclusion

**Conflict/Bullying/Violence
Prevention and Intervention**

Bill 212

**PPM 144
Bullying
Prevention and
Intervention**

Bill 212

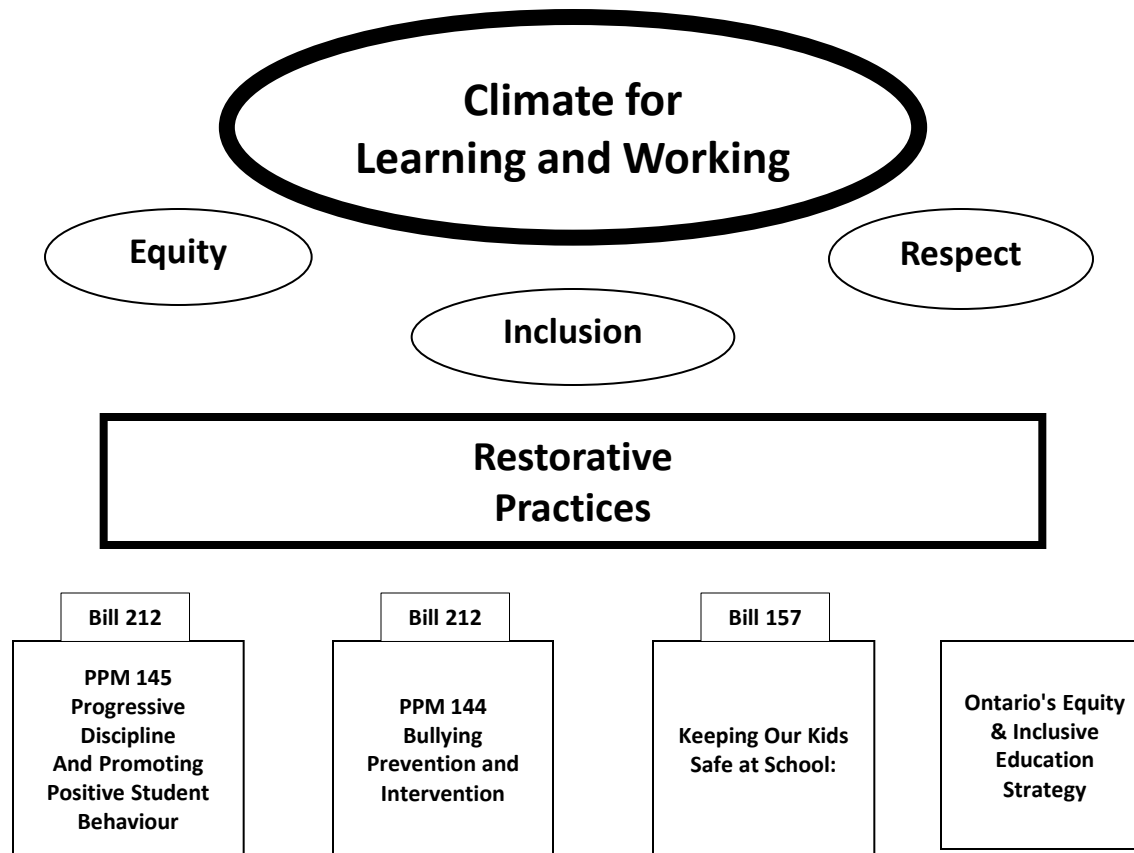
**PPM 145
Progressive
Discipline
And Promoting
Positive Student
Behaviour**

**Ontario's Equity
& Inclusive
Education
Strategy**

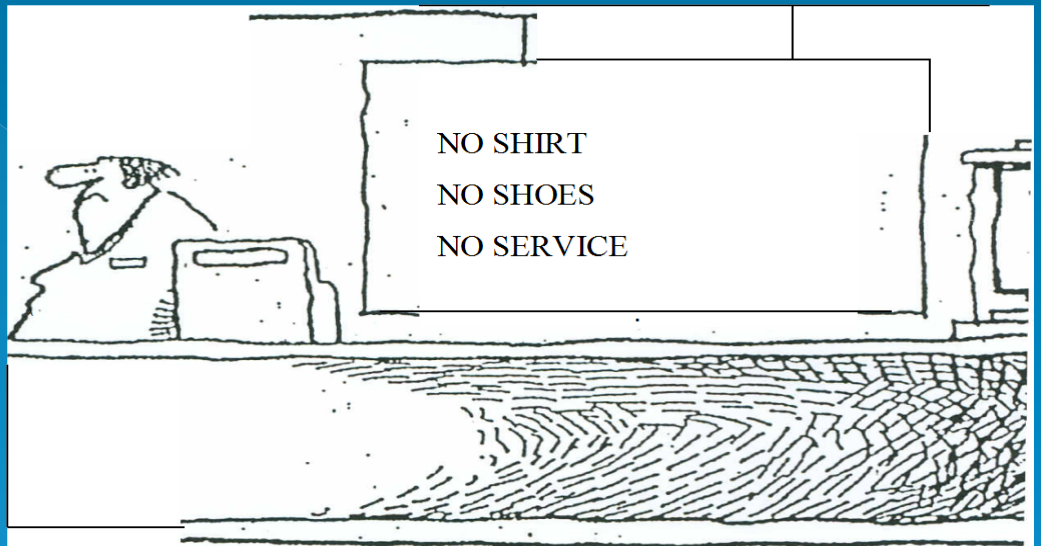
Bill 157

**Keeping Our Kids
Safe at School**

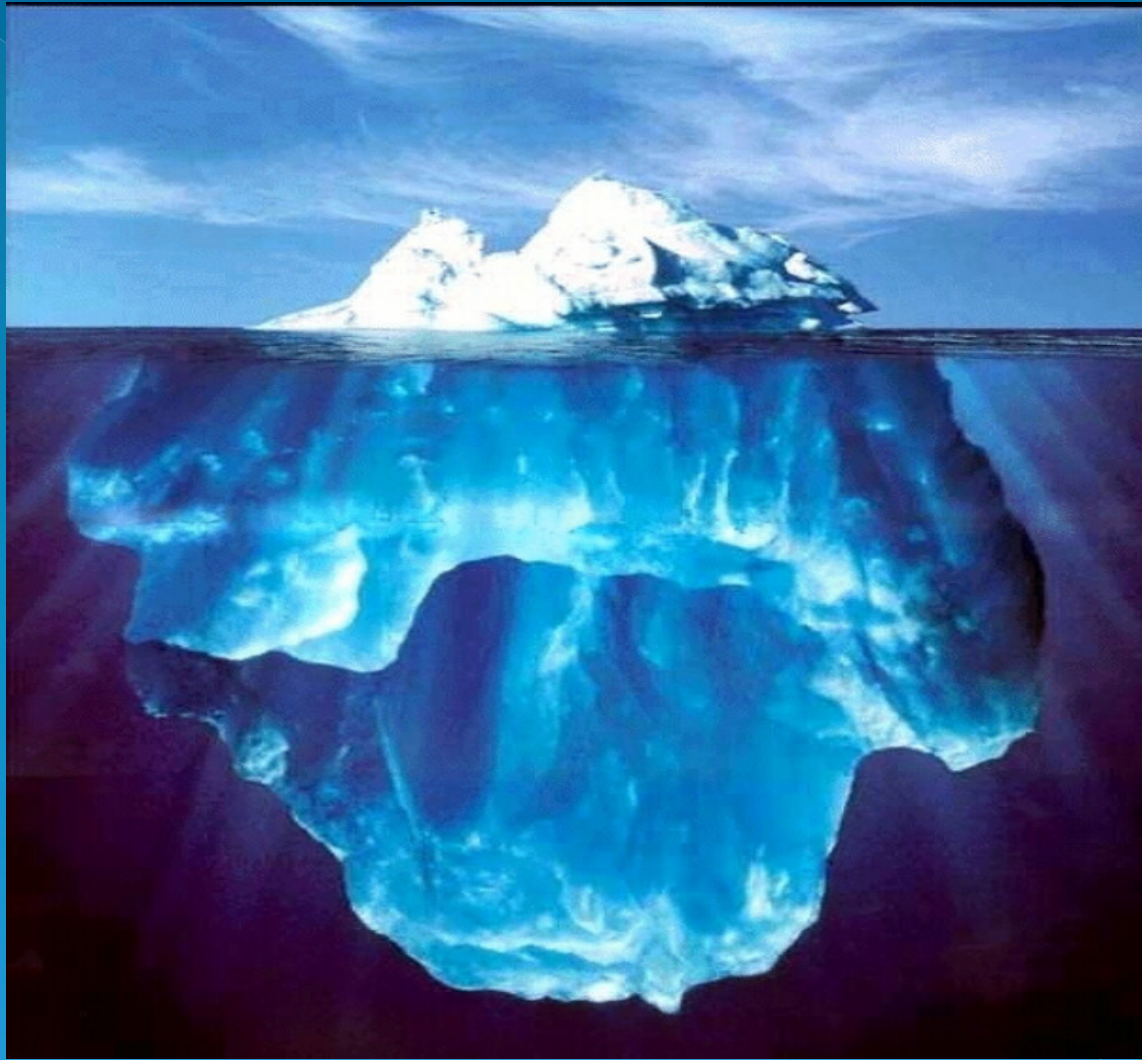
Connections: Ministry Initiatives & the Climate for Learning and Working Framework



BACK BENCH







Voice

- **Staff**
- **Students**
- **Parents**
- **Community**



**I have come to a frightening conclusion.
I am the decisive element in the classroom.
It is my personal approach that creates the climate.
It is my daily mood that makes the weather.**

**As a teacher I possess tremendous power to
make a child's life miserable or joyous.
I can humiliate or humour, hurt or heal.
In all situations it is my response that decides.**

**A crisis will be escalated or deescalated, and
A child is humanized or dehumanized.**

Haim Ginott