

Summer 2019

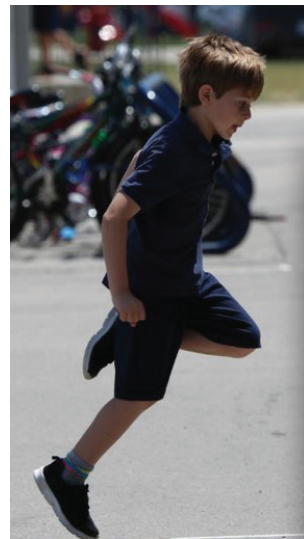
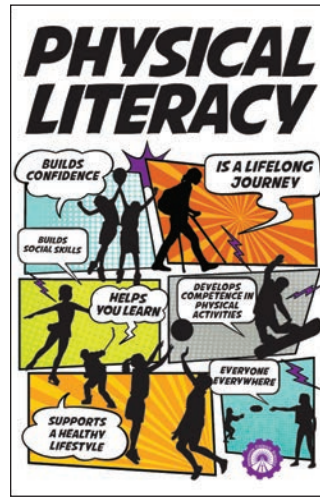
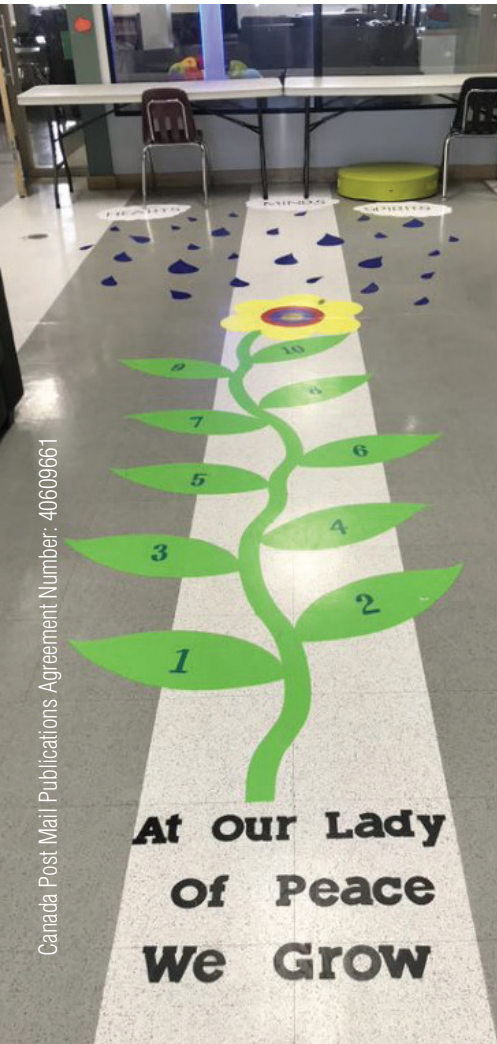
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The official magazine of the Canadian Association of School System Administrators

Association canadienne des gestionnaires de commissions scolaires

Healthy Living, Active Learning

Part 2



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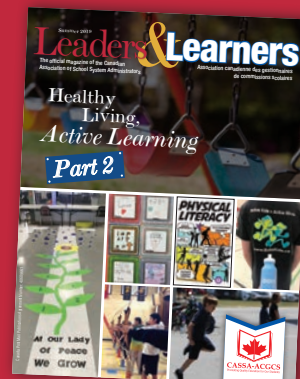
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A lot of modern technologies require computer code to operate them. Each title in the Scratch Code Challenge series explores a different machine or technology and the key computer coding and systems that control it. Step-by-step projects use the latest version of Scratch, the free online coding program, to help readers bring their own versions of these machines to life on-screen.

The Robot Arm

There are a lot of things that a robot can do—even if it only has one arm. Robot arms are used in manufacturing. They help make all kinds of things, from cars to tiny electrical components.

Robot arms can be used to do things that might be dangerous, such as handling hot liquids or dangerous chemicals. They are even used by doctors in surgeries. Let's find out more by creating our own robot arm with code.

STEP 1 – Robot
Right-click on the cat and click delete.
Click the Trash can.
Click the Convert to Bitmap button.

STEP 2 – Add a sprite
Hover over the Choose a Sprite button.
Click the Choose a Sprite button.
Click the Convert to Bitmap button.

STEP 3 – Draw the hand
Choose the Rectangle tool.
Set it to Filled.
Choose a color for the wrist.
Click the Zoom Out button twice so you have room to draw the fingers.
Click the Line tool.
Choose a color for the fingers.
Draw four lines to make the hand fingers.
Drag out a rectangle. This will act as the wrist for the hand.
Make the lines just thicker.

STEP 4 – Arm angle
To make the arm move, we need the code to draw it pointing in different directions.
Click the Code tab.
Click the Variables category.
Click Make a Variable.
Make a variable.

STEP 5 – Elbow angle
We need another variable to control the angle of the elbow.
Click Make a Variable.
Type elbow.
Click OK.

STEP 6 – The pen
We need to add some extra code blocks that do the drawing. This group of code blocks is called the pen.
Click Add Extension.
Click Pen.

STEP 7 – The code
Let's add code to make the arm move. Pressing different keys will make the arm or the elbow rotate.
when up arrow key pressed: When the up arrow key is pressed, run this code. Change arm by 5.
when down arrow key pressed: When the down arrow key is pressed, run this code. Change arm by -5.
when left arrow key pressed: When the left arrow key is pressed, run this code. Change elbow by 5.
when right arrow key pressed: When the right arrow key is pressed, run this code. Change elbow by -5.
Click the flag to test your code. Pressing the arrow keys will rotate the arm and the elbow joint, moving the robot arm around. This some time to get used to how the keys work.

How it works—the robot arm
Robot arms are made of separate sections, just like the bones in our body. Instead of using muscles to move, robot arms have special motors called servos that rotate each section. Our robot arm only has two sections, but real robot arms may have six or seven. Another my fingers or hands often have sensors that can tell when it is gripping something. Our robot arm is controlled by pressing different keys. Real robot arms are connected to computers that switch the servos on and off to move them. Most computers have dedicated programs that give instructions for when to activate each servo to carry out particular jobs.

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After Some Reflecting...

During this past year our division hosted a Leadership course with over 40 participants. During the five all-day sessions, which were spread out over eight months, we have covered a wide range of topics and the discussions have been rich and inspiring. As one of the instructors responsible for teaching some of the sessions, I had cause to reflect on my own beliefs about education, where they began and how they have been shaped over my many years of work.

If I think back to my early days in school there are events and people that helped give birth to the philosophy that exists today. I distinctly remember two teachers who, based on their ability to connect with me when I was a student, gained my trust and respect. As a result, they were able to inspire me to learn and be a person who made my world a better place. These teachers did two things no other teacher did.

First, they accepted me for who I was and second, they joined me in my journey. Good relationships are filled with acceptance of the other person as a human being, creating a pathway for mutual respect to occur. This mutual respect allows us to see each student, and the other, as important and unique.

Secondly, these teachers found where I was in my educational journey and walked alongside me; they did not stand ahead of me and ask me to catch up. In order to join our students, we must listen and understand, then we can take the journey together.

In my first teaching position I worked with a principal who constantly stated that, "He could work with what is." I did not understand him at first, but the idea, over time, came to find a place in my thinking as well. I was amazed at how he always took the time to discover where the student was in their journey and then moved forward together with them. As a result, I believe

that learning occupies no static space, rather, it is always moving forward and the speed depends on the instructor.

Today, I believe the goal of education is to prepare students to take their place in society as citizens of a democracy. True democracy allows for the discussion of issues that are common to all people, and by resolving these issues we take another step towards a good life for all citizens.

Invariably, students will succeed at a much higher level if they have the opportunity to build positive relationships with those whose job it is to teach them. These positive relationships provide teachers with the conduit to help students develop skills and the independence required to live as contributing citizens.

Years ago, I met a former student who had been in my school a decade earlier. She excitedly told of her life and what she was presently doing. As we said our goodbyes she said, "You were one of the people who never gave up on me, you always believed in me." I will always remember those words, in part because they made me feel wonderful as an educator, but more importantly, because they referred to the messages we give as educators when we are not speaking. I remember slogging through the simplest of math with this young lady and wondering if she would ever make it or if it was all worth it for her. Her comments reminded me that it was not the math that she remembered as the most important part of my instruction. Rather, it was about learning and understanding herself, supported by someone believing in her along that part of her journey; that is what had the most significant impact.

In that short conversation she told me about her job as an Educational Assistant, her upcoming marriage, and how excited she was about being a mom to the 6-year old boy of her soon to be husband. And then she laughed and told me she was helping students with math at her school.



Reg Klassen
CASSA/ACGCS President

Today, I believe the goal of education is to prepare students to take their place in society as citizens of a democracy.

As a result of this encounter, I more firmly believe it is important to remember that the expectations we have of others will only have credibility in the context of a relationship that includes honesty, integrity, fairness and transparency. Relationships, built on these principles can overcome all the obstacles and find meaningful solutions to living together in a global community, responsible to each other for the collective in our lives.

Share Your Success Stories!



Write for the
Winter 2018-2019
issue OR the
Summer 2020 issue of
Leaders & Learners!

We are looking for features and success stories from each region of Canada: Eastern Canada, Quebec, Ontario, Western Canada and Northern Canada.

THEME: EQUITY AND INCLUSION FOR STUDENT MENTAL HEALTH AND WELL-BEING

We are looking for articles about how schools, school districts and community partners are **supporting every student** through programs, community partnerships, professional development for principals/teachers, etc, that promote *Equity and Inclusion for Student Mental Health and Well-being*.

The Winter 2019-2020 will drop into the mail the first week of January 2020. The Summer 2020 edition will be mailed to readers in Spring 2020, and will be available to attendees at our Conference, which will be held July 2-4, 2020, at St. Andrews By-the-Sea, New Brunswick, and is focused on this same theme.

If you have an article idea that fits into this theme, please send a short abstract (50 to 100 words) to Shannon Savory, editor of the magazine, at ssavory@matrixgroupinc.net, and copy ken_bain@cassa-acgcs.ca.

Proposals are due: September 13, 2019
Final articles are due: November 1, 2019
Photos are welcome (must be high resolution)
You will be notified if your abstract is selected.



Making a Commitment to PHE

British Columbia

“The Physical and Health Education (PHE) curriculum aims to empower students to develop a personalized understanding of what healthy living means.”

“Physical and Health Education (PHE) is designed to develop educated citizens who have the knowledge, skills, and understandings they need to be safe, active, and healthy citizens throughout their lives.”

New Brunswick

“Students will leave public education both understanding and practicing wellness, by making wise lifestyle choices which contribute to the development of not only a healthy, caring individual but also to the community.” – From *Desired Outcomes for Health Education in NB Schools*.

Saskatchewan

“Health education, as a part of a comprehensive school health program, will support youth in developing a solid foundation for attaining and maintaining a balanced life.”

For this message, I intentionally selected quotes from across Canada to reinforce that *student physical and mental health and*

well-being is an integrally important aspect of the work being undertaken in schools and communities from sea to sea to sea.

CASSA has identified a commitment to *student physical and mental health and well-being* as a core aspect of its work over the past several years. *Student physical and mental health and well-being* is one very important lens through which CASSA has viewed healthy students, healthy schools and healthy communities.

The Winter 2018-2019 issue of *Leaders & Learners* began our review of promising practices across Canada. The Summer 2019 issue continues with articles that highlight a commitment to ensuring that students’ physical and mental health and well-being are promoted and sustained in many districts.

From the Frontier Games in which 3,000 students participate in outdoor healthy active learning experiences to the Pembina Trails Mental Health Curriculum to the collaborative approach to healthy living, active learning in Edmonton Catholic Schools to a new way of looking at recess in Hamilton-Wentworth Catholic District Schools to the New Pedagogies for Deep Learning at Holy Family Roman Catholic Separate School Division, there are many exemplary efforts being undertaken by



Ken Bain

CASSA/ACGCS Executive Director

schools and communities to ensure that our students are physically and mentally healthy!

This issue’s Leadership and Learning article highlights the findings and implications of a collaborative, appreciative inquiry research project conducted by 10 Ontario school boards. The article reinforces the concept of collaborative leadership and its impact in practice on equity, well-being, identity and achievement for students and staff.

I want to thank the contributors for making the time to submit their stories for publication, but more importantly, thank them for their daily efforts to ensure we graduate healthy citizens. This will result in a healthy future for us all!

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Healthy Living, Active Learning in Frontier School Division



Frontier Games snowshoeing competition at Jack River School in Norway House, Man.



Frontier School Division's 10th Annual High School Games featured 400 athletes from across Manitoba gathering in Cranberry Portage for three fun-filled days of sport, competition and friendship.

By Brian McMillan, Louise Landygo and Jacqueline Connell,
Frontier School Division

Frontier School Division is the largest geographical school division in Manitoba, covering 75 per cent of the province and serving a primarily Indigenous student and community population. This broad geographical expanse is not a barrier to our work, but rather an opportunity to build and maintain relationships across communities, from the furthest northern regions of Manitoba to the east and west points of our province. Our many communities help to foster both inclusion and diversity across the school division.

As Frontier School Division aims to provide ever increasing learning opportunities

for Northern Manitoba students, programming in physical education, land-based learning and horticulture play an integral role in helping us to achieve this goal.

Physical Education

While the current educational trend in our Canadian school system is to devalue the importance of physical education programs in comparison to academic subjects, Frontier School Division has continued to take an innovative approach in providing unique physical education opportunities for youth (Active Healthy Kids, 2009).

One of innovative programs Frontier established to unite students and communities is well known as Frontier Games. The first event started 45 years ago in 1974 and



Teaching students how to dress a goose at the Annual Heritage Day at Oscar Blackburn School in South Indian Lake, Man.



Cooking moose at the Annual Heritage Day at Oscar Blackburn School in South Indian Lake, Man.



This A-frame greenhouse at Leaf Rapids Education Centre in Leaf Rapids, Man. is open all year.



Frontier students gardening at Mel Johnson School in Wabowden, Man.



Early years students learning to plant at Leaf Rapids Education Centre in Leaf Rapids, Man.

was created for youth in Grades 5-8. It has grown in size and scope to a highly attended, divisional competition that reflects local culture through a mix of modern sports and traditional activities.

Students compete in their local school and community, progressing to a competition with students in their geographic region, culminating, for successful contenders, with a division-wide three-day competition. Students are transported from across Frontier School Division to attend this event. Sports and activities include, badminton, volleyball, cross-country skiing, floor hockey, table tennis, archery, trap setting and snowshoeing.

High School Games is a similar competition that takes place for students across the school division in Grades 9 to 12. These

events provide students the opportunity to interact and build relationships with youth from different schools and communities. Students are also provided leadership opportunities in areas such as refereeing, minor officiating, planning and organizing. Both High School Games and Frontier Games demonstrate that healthy competition makes sports fun and leads to a healthy and active lifestyle.

Frontier Ice Fishing Derby

Now entering its 13th year, the Frontier Ice Fishing Derby continues to be one of the school division's most cherished events. Each year, approximately 3,000 students participate. Students and staff enjoy a day out on the ice while engaging in friendly, division-wide competition. Spending time

outdoors, connecting to nature and the land, can help to reduce feelings of stress, anxiety and improve overall well-being (Romano, 2019).

Land-based Learning

Frontier School Division considers land-based education to be a significant part of a holistic educational program.

Numerous international studies have shown that students' health and sense of well-being benefit enormously from time spent outside. Education researchers found that interactions with the natural environment builds self-esteem, confidence, collaboration, communication skills and much more. Land-based pedagogy takes these benefits to yet another level by providing essential connections to students' Indigenous



13th Annual Frontier Ice Fishing Derby in Northern Manitoba.



Students from the Manitoba communities of Black River, Berens River, and Wanipigow participating in a cross-country ski trip.

cultural values, language and traditional teachings, while also providing specific, practical knowledge of their ancestral lands and its resources.

Many schools in Frontier have long-established land-based programs, some of which are formal course programs taught by trained land-based educators, while others simply find opportunities to take students out on the land on a regular basis. One of Frontier's priorities is to develop an innovative and comprehensive program that is community driven and focuses exclusively on the connections to the land, including language. An important aspect of virtually all established and planned programming are that students interact with and learn from local elders and knowledge keepers

Currently, land-based learning opportunities in Frontier School Division vary from trips to culture camps, to the planting of traditional three-sisters gardens in school yards and course offerings on land-based skill development for high school credit. For example, some school-initiated courses in Frontier are credit courses that include hunting, fishing and trapping. These programs allow students to learn skills that are culturally and economically relevant while earning credits toward graduation. Where Indigenous language teachers and/or other fluent speakers are involved, schools incorporate the local language (e.g. Cree, Ojibwe/Saulteaux, or Dakota) into their programs.

Frontier Collegiate in Cranberry Portage, a high school that serves many First Nation communities in Northern Manitoba, offers a popular course on trapping that provides basic skills training to students new to the activity but also attracts the interest of those who grew

up on their family trapline. The school's recent expansion to a second trapline was critically important to the continued engagement of students with extensive trapping experience.

Horticulture

From hands-on urban gardening to landscaping projects and aquaponics, Frontier School Division students learn valuable life-long skills as they become more aware and empathetic contributing members of society. These skills, in many respects, help to support career development and personal growth for youth in Northern Manitoba.

Students have the opportunity to develop a working knowledge of the industry and to practice their skills in a greenhouse, on school grounds, and on various work sites in their local community.

Leaf Rapids Education in Frontier School Division has continued to lead the way in horticulture and gardening programming, offering workshops that include edible shrub planting, vermiculture, mulching and creating grow boxes. Food security is a critical issue that impacts many Northern Manitoba communities. When we develop capacity in youth to achieve local food self-sufficiency through food production and harvesting, we increase their access to healthier food choices and physical activity (this is the vision of Manitoba's Northern Healthy Food Initiative). These many opportunities support food sovereignty within our Indigenous communities in Manitoba, supporting the right of peoples to healthy and culturally appropriate food produced through sound and sustainable methods.

Frontier continues to expand and innovate horticulture programming across the

school division to ensure a deeper connection between our youth and the spirit of the earth. Additionally, equipping youth with the necessary skills and knowledge to be environmentally conscious individuals making choices for a more sustainable future.

As we move forward, Frontier School Division remains committed to prioritizing the health and wellness of our students, staff, schools and communities through innovative and culturally responsive programming. ○

Brian (Mick) McMillan is a Physical Education Co-ordinator in Frontier School Division who grew up in Northern Manitoba and attended school at Joseph H. Kerr in Snow Lake, Man. He attended Brandon University where he received a Bachelor of Education degree. He currently sits on the Physical and Health Education (PHE) Manitoba Board of Directors as its Grants and Funding Chair.

Louise Landygo, a researcher for Frontier School Division's Indigenous Way of Life team, is involved in resource development and initiatives that advance the strengths of our students and highlight the beauty of our communities. Louise focuses on connections to the land and values the wisdom and guidance of our knowledge keepers.

Jacqueline Connell is Assistant Superintendent of Senior Years and Career Studies in Frontier School Division. Jackie has held numerous positions in administration prior to joining Frontier's Family Senior Administration team. She holds a Bachelor of Education and a Masters in Special Education. She holds certificates in Threat Assessment as well as Land-based Indigenous Leadership, and was a stakeholder at a Federal Roundtable on Indigenous Education and Pedagogy.

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A New Way of Looking at Recess



Student leaders share a new active game with Grade 3 students during a L.E.A.D. recess training day.



Everyone can play hopscotch! Student leaders are trained to make all games age and ability appropriate.

By Morris Hucal, John Madalena and Lynn Campanella, Hamilton-Wentworth Catholic District School Board

The Hamilton-Wentworth Catholic District School Board (HWCDSB) is dedicated to providing a healthy, safe, accepting and inclusive learning environment where students feel connected, valued and empowered. The HWCDSB Board Improvement Plan for Student Achievement (BIPSA) refers to the development of physical literacy skills of students, specifically encouraging all students to participate and engage in purposeful, daily physical activities to enhance their physical literacy skills. Included in this vision is the



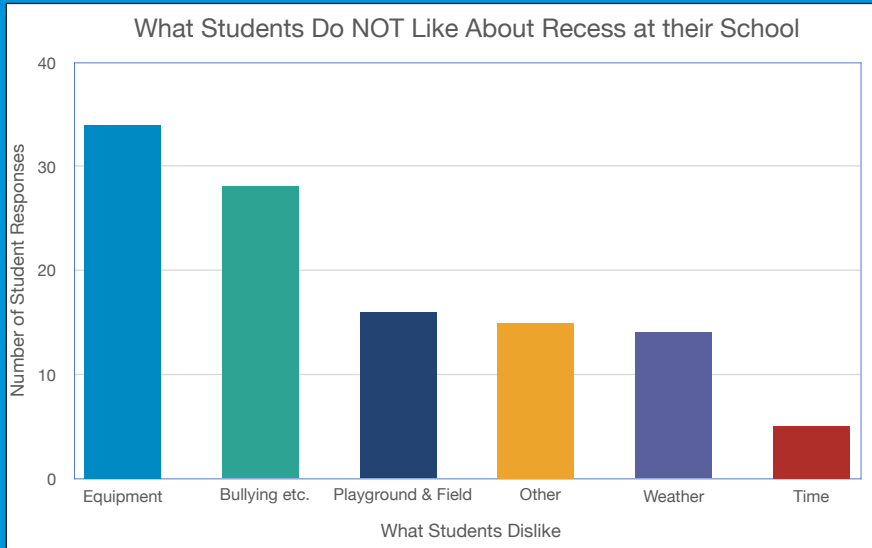
Student leaders problem solve to untangle from a human knot with younger students.

inclusion of recess which has the potential to have a positive effect on students' overall success and well-being.

Recess is the time normally allocated in the school day for a student's physical activity, where free play should be the primary component. Children and youth participating in free play and low structured activities at recess can accrue numerous physical, emotional, cognitive and social benefits. Research shows that recesses with an enriched environment and activities promoted by caring, trained leaders will maximize student benefits, and hence the overall well-being of the school and community.¹

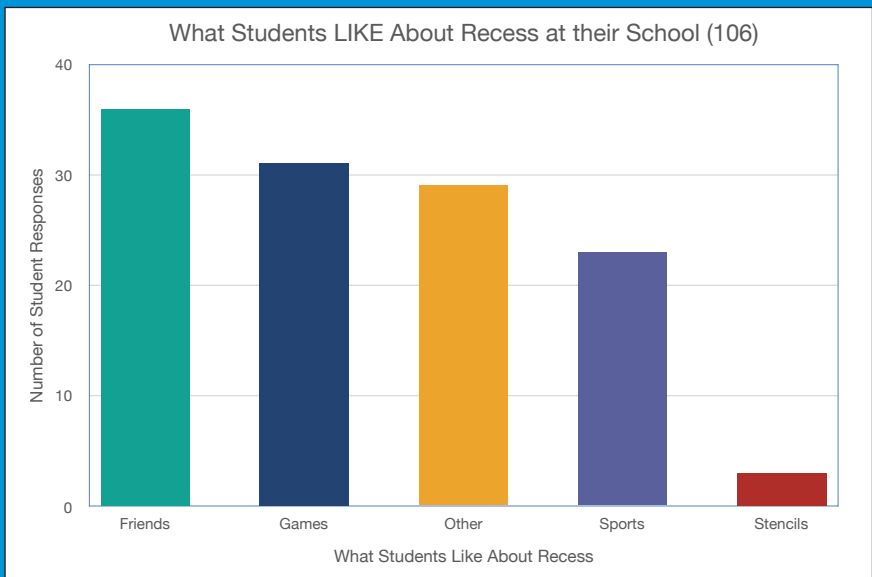
A recent article from the American Academy of Pediatrics states, "Recess represents an essential, planned respite from rigorous cognitive tasks. It affords a time to rest, play, imagine, think, move, and socialize. After recess, students are more attentive and better able to perform cognitively (Pediatrics.aapublications.org. 2019).² However, for the last 20 to 25 years, the amount of time and quality of children's playtime had diminished due to societal changes. Here are some of the leading contributors that have taken recess to become a topic of concern:

- Social changes – with only the best of intentions, some parents overstructure their children's activities; by doing this, however, unstructured play and the learning that occurs during this time is greatly reduced;
- Global economy – play dates with neighbourhood friends used to occur organically; now they are structured events that may happen at home, but more likely at an after-school program;
- Decreased opportunities – there is a self-generated decline in play. If a child is allowed to play outside, it can be challenging as other neighbourhood children are not allowed to come out unsupervised; and
- Technology – children are choosing screen time over true play. The physical interaction during authentic play has been replaced by "playing" a sedentary game on a screen. With social interactions reduced, the virtual person is a poor substitute for the real thing, as the social/emotional cues are missing. The long-term detriment to this sedentary lifestyle is far more damaging.



Actual student responses:

- "That there is lots of arguing at four square."
- "Sometimes, I get excluded and bullied."
- "I don't like it sometimes because I see that some kids don't get included and that makes kids sad."
- "We do not have a lot of basketball nets at our school because a majority of the grades play basketball at recess and there is not enough."
- "I do not like recess because we're not allowed hockey sticks."
- "Recess is too short!"



Actual student responses:

- "Meeting with friends in other classes."
- "PLAYING WITH MY FRIENDS."
- "I like that you can play with your friends and hang out, and also I like how they give you school balls that you can play with as long as you return them back after recess."
- "The playground has a variety of things to do, such as basketball nets and four square spaces."
- "It is a fun time when you don't argue or fight and like to try new sports and games."
- "You can play basketball, tag, etc."
- "There is grass that is good to run on and the teachers take care of bullying."
- "It's a chance to have time off work and relax."



Grade 2 students learn the finer details of playing 4 Square from student leaders.

The HWCDSB Quality Recess Project came as a result of current research on the benefits of play for children, as well as expressed concerns from school administration, staff, students and parents. The Quality Recess Project aims to develop and implement changes on a board-wide level to support all students and staff in their social, emotional, physical and cognitive wellness journey.

In some school environments, recess is a neglected part of the school day where the importance focuses on injury prevention and “bubble wrapping” rather than creating a quality recess that will enhance the learning experience once students are back in the classroom.³ If the two main purposes of recess are a) a break from the classroom and b) to provide a child’s choice of play, then why are we not creating a recess playground that is not only inviting to children but extends the learning of emotional and social soft skills?

During the 2017-18 school year, five pilot schools came together under the direction of HWCDSB board superintendent Morris Hucal, a board consultant and two community partners to explore the possibilities of the creation of the Recess Protocol and Guidelines.

The draft Recess Protocol and Guidelines contains the following components:

1. Scheduled Recess Breaks;
2. Identified Recess Team;
3. Recess First;

4. Recess is not a Form of Discipline;
5. Established Indoor Recess Plan;
6. L.E.A.D. Recess;
7. Appropriate Recess Equipment/Playground Markings;
8. Safe Recess Plans Developed;
9. Recess is Not Physical Education/DPA; and
10. Recess is Digital Device Free.

Highlights from a few of these points of the Recess Protocol and Guidelines are as follows:

2. Identified Recess Team: All school stakeholders, principals, all staff members, students and parents, have an opportunity to be represented on the Recess Team.

6. L.E.A.D. Recess: This is a student leadership program to train senior students to create a strong school community through play. This is a year-round leadership training program where students’ role model positive social skills to younger students.

7. Appropriate Recess Equipment/Playground Markings: Appropriate recess equipment and playground markings contribute to a quality recess. Intentionally providing age and ability appropriate equipment, colourful playground markings, and training for staff and students all help to engage and increase physical activity and creativity.

In addition, during the pilot phase, student voice was collected during face-to-face interviews and computer-generated

surveys with anonymous results. What follows are results to two of the questions asked along with quotes from the students.

To provide the schools with a tangible and working representation of the Recess Protocol and Guidelines, each school is given a Recess Action Plan to complete. With the support of the Quality Recess Team, schools fill out this plan and tailors their responses to reflect their unique population and environment. Once complete, each school has a communication tool on their recess processes and procedures that can be shared with all staff, students and parents.

As we move through the next phase of schools, the Quality Recess Team is currently gathering information, evidence and an amazing collection of stories from administration, staff and students who are starting to see changes throughout their whole school in their attitude towards recess. We like to say, “What happens on the playground, doesn’t stay on the playground.” If effort is made to create a quality recess experience, then what children learn on the playground will be a positive trajectory back into the classroom setting. ○

Morris Hucal is a Superintendent of Education for the Hamilton-Wentworth Catholic District School Board and has been an educator for 28 years. Morris is a strong advocate for physical literacy and physical activity.

John Madalena, an HWCDSB consultant, has been an educator for the past 30 years with a special interest in physical literacy and the benefits of play.

Lynn Campanella is founder and CEO of Playocracy Inc., a social innovation company. Playocracy develops creative resources to foster healthy childhood development through play.

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Mental Wellness and Well-becoming in Pembina Trails

By Geoff Brewster and Jane Friesen, Pembina Trails School Division

In the Pembina Trails School Division, our journey to improve mental wellness and well-becoming began in the fall of 2009, when we brought a group of divisional staff together to explore and establish a divisional voice and strategic plan for our schools and community. This plan was spearheaded by our Senior Years Administrative Leadership Council, which had examined the work of

Dr. Stan Kutcher, recognizing that good mental health was an essential component of health education. They recommended that as a division, there needed to be increased understanding of mental wellness and well-becoming by educators, youth and parents.

At that time, a divisional steering committee followed up with a needs assessment and established goals for mental wellness initiatives/programming. The committee organized professional learning for staff and students, collected data that informed our practice and expanded our outside partnerships.

One ongoing item of discussion within the mental health steering committee was how to further develop mental health education in our schools.

In Pembina Trails, we strongly believe that mental health

education plays a crucial role in providing relevant mental health information to students so they can make appropriate healthy choices about their mental health. Through discussions, our mental health steering committee approved an initiative to create a mental health curricular support document to assist educators in teaching mental health within their school communities.

The mental health steering committee also felt strongly that teachers within Pembina Trails School Division should have a voice in creating the divisional mental health curricular resource. We believed that having a team of teachers involved in the process was critical in making the document relevant and immediately impactful for both teachers and students.

Our research and writing team was composed of physical education teachers and guidance counselors from a range



of Grade 7 to 12 schools from Pembina Trails. These teachers developed lessons specific to mental health education, which met the existing Manitoba physical education and health education grade level specific learning outcomes. The lessons became part of the *Mental Health: Curriculum Resource for grade 7 to Senior 2*.

The *Mental Health: Curriculum Resource for grade 7 to Senior 2* is organized to provide teachers with suggestions for instruction, assessment and resources to help students develop the knowledge, skills and attitudes they need at various stages of their lives to make informed and health-enhancing decisions related to mental health. The *Mental Health: Curriculum Resource for grade 7 to Senior 2* is based around four pillars of Positive Mental Health, Stigma, Mental Illness, and Help Seeking Strategies.

The lessons challenge students to examine their assumptions around mental health and wellness, combat stigma, be aware of warning signs that may indicate a mental health and wellness concern for themselves or their peers, and identify appropriate mental health resources in both their school and community. Four or five lessons were created at each grade level with at least one lesson per grade level focusing on each of the four pillars.

The mental health resource was successfully piloted in physical education and health classes in three high schools and five middle schools within Pembina Trails. Pilot schools were provided with the opportunity to create conversations around mental health in formats that best fit with the existing school culture and to use the *Mental Health: Curriculum Resource for grade 7 to Senior 2* lessons as the backdrop around which to frame those conversations.

All teachers responsible for teaching mental health in Pembina Trails School Division were strongly encouraged to take Mental Health First Aid training as a precursor to their teaching of the *Mental Health: Curriculum Resource for grade 7 to Senior 2*. Teachers were adamant that having Mental Health First Aid training greatly assisted them in establishing a level of comfort and understanding of mental health and illness.

In September 2016, after feedback from pilot schools, Pembina Trails School

Continued on page 22

In Pembina Trails, we strongly believe that mental health education plays a crucial role in providing relevant mental health information to students so they can make appropriate healthy choices about their mental health.



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Continued from page 19

Division implemented *Mental Health: Curriculum Resource for grade 7 to Senior 2*, in all schools division-wide with students from Grades 7 to 10. Teachers have remarked on how the lessons acted as catalysts for honest and thoughtful conversations around mental health and wellness. Additionally, teachers have remarked that students have demonstrated strategies for mental health self-care, are capable of having conversations about mental health, are empathetic towards persons with a mental health concern, and are willing to initiate and/or participate in initiatives promoting positive mental health and combating the stigma surrounding mental illness.

The *Mental Health: Curriculum Resource for grade 7 to Senior 2* was written with Grade 7 lessons acting as a foundation for mental health and wellness education. Many teachers have commented that they routinely will use parts of lessons from Grade 7 as activating activities for lessons in Grade 9 and 10 classes. These foundational lessons have been deemed as critical for establishing a safe and caring

classroom environment. Providing students with a non-judgmental, honest, and open environment has been seen by teachers as an important first step in beginning conversations around mental health stigma in the classroom.

Additionally, the writing committee felt that common language was important throughout the lessons. Corey Keyes' Dual Continuum of Mental Health served as the context for common language. Teachers have remarked that they are encouraged when students freely use "flourishing" and "languishing" as part of the conversation around mental health and wellness.

The rollout of the curricular resource and correspondence increased the frequency of conversations about mental health and wellness in schools, which have in turn spurred school-wide initiatives that piggyback on the outcomes of the *Mental Health: Curriculum Resource for grade 7 to Senior 2*. Schools have championed mental health and wellness campaigns including student-led symposiums, mental health and wellness themed weeks/months, which provided students with further opportunities to

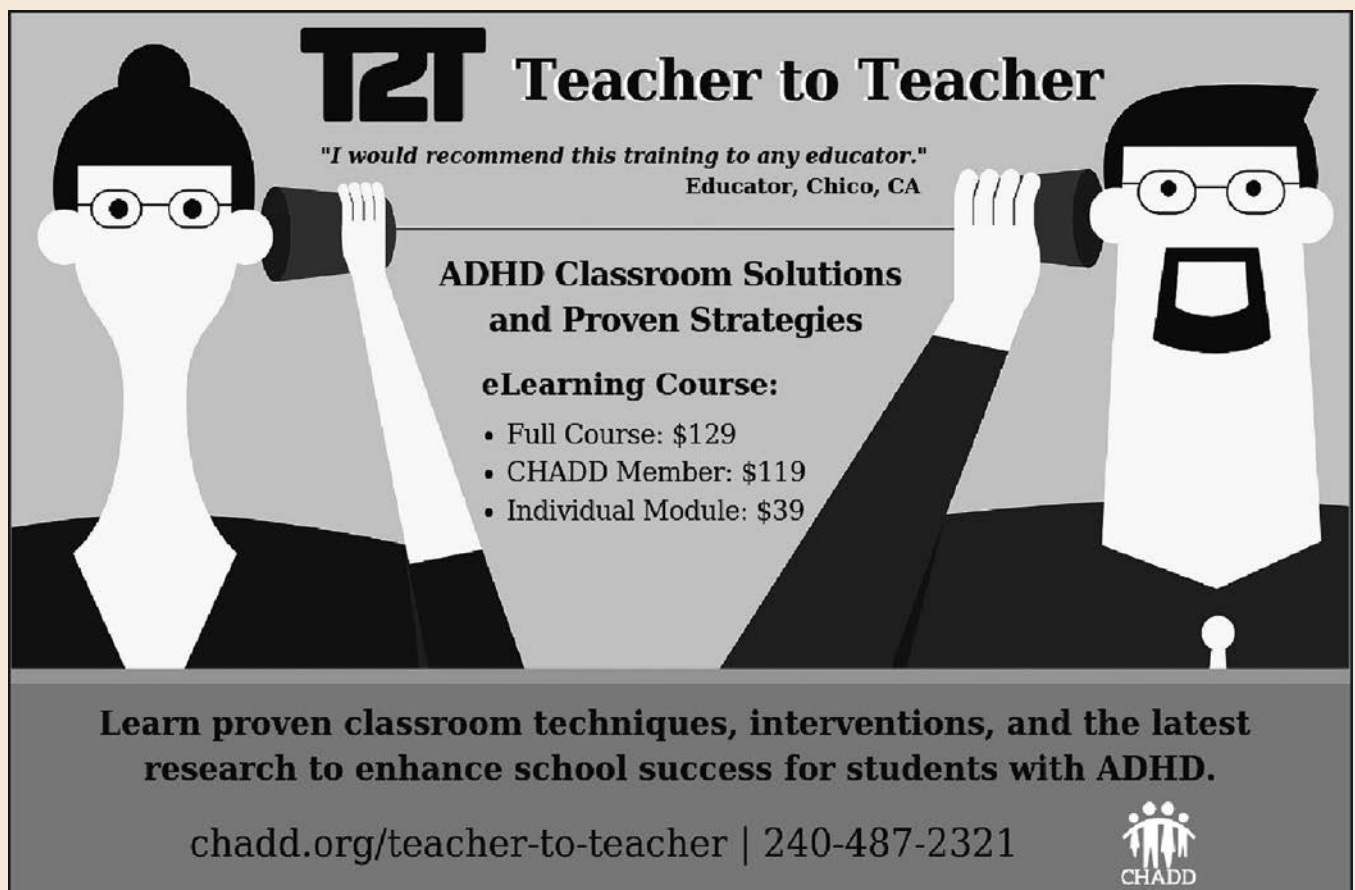
continue the conversation around mental health and wellness.

As a result of the implementation of the curricular resource and additional mental health initiatives in schools, we have heard three important themes that are in common between schools:

1. That mental health stigma education is important and students want to talk about it;
2. That students want personalized strategies they can use to increase their mental wellness; and
3. That it is critical to talk about how you are feeling, and if you have a mental health concern to talk about it. ○

Geoff Brewster is a former high school physical education teacher and the current Physical Education and Health Education Consultant in Pembina Trails School Division.

Jane Friesen is the Director of Clinical and Extended Services in Pembina Trails School Division. She is co-chair of the Divisional Mental Health Steering Committee and sits on the Manitoba Association of School Superintendents (MASS) Mental Health Committee.



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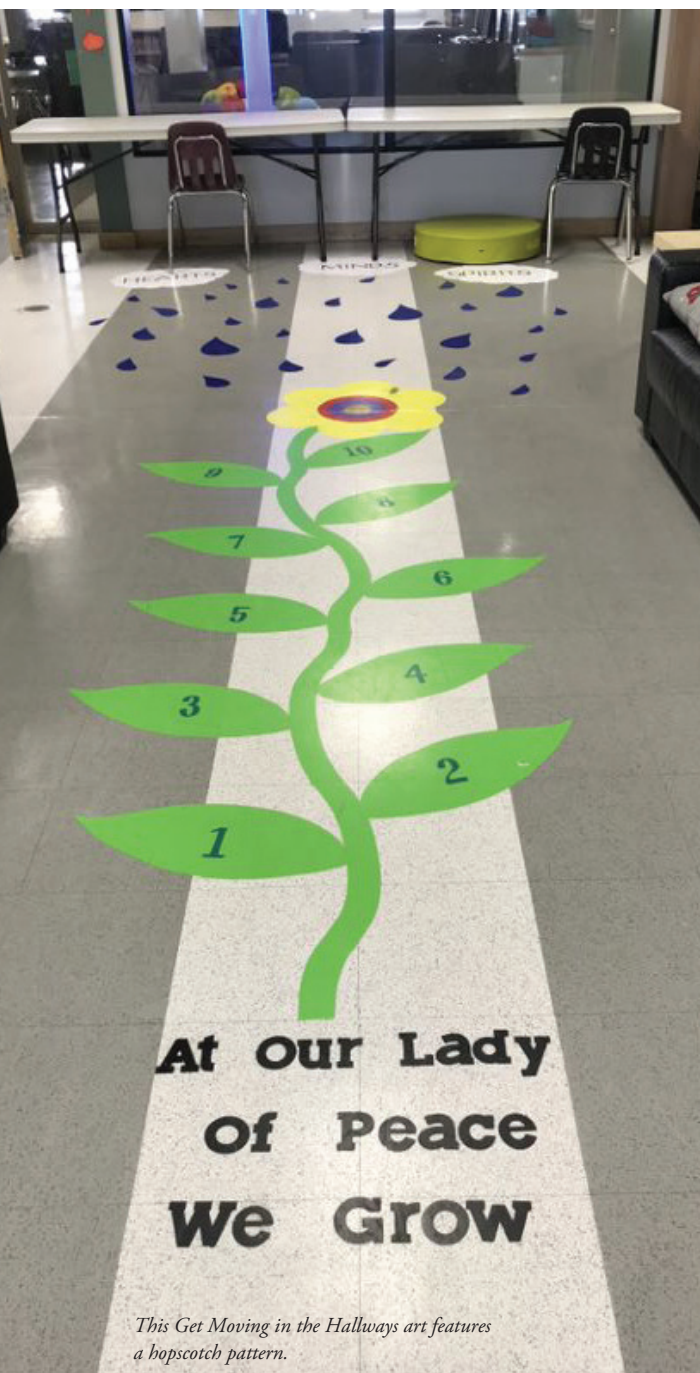
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Creating a Collective Vision Through Partnerships



This Get Moving in the Hallways art features a hopsotch pattern.



This photo shows students developing social emotional learning skills with the facilitators as part of the Social Emotional Learning for Families (SELF) Program.

“Learning environments that promote and support student and child well-being focus on their cognitive, emotional, social and physical development — a whole child/student approach. This comprehensive approach aims to improve student health and educational success through the creation of healthy school communities” (PHE Canada).¹

By Cheryl Shinkaruk, Edmonton Catholic Schools

The Vision Statement for Edmonton Catholic School’s Mental Health Strategic Plan says: Through a continuum of supports, all students in Edmonton Catholic Schools will be immersed within a culture that supports their mental health and well-being. With these words guiding us, the district has embarked on a whole-community approach to health promotion, which involves the four pillars of Comprehensive School Health: School Policy, Teaching and Learning, Social and Physical Environment, and Community Partnerships and Services. Through innovative opportunities for all students, staff and parents, our schools cultivate a continuum of support for healthy living, active learning. We encourage students to develop the attitude and skills





The Personal Pathways Program utilizes a community kitchen.

to be healthy students by creating a culture of active learning within multiple environments that extend beyond the traditional school environment.

By allowing for flexible programming, the educational experiences follow a holistic model in which health and wellness are important contributing factors in empowering students to reach their academic goals. Through a multi-pronged approach, we aim to support the needs of our students, so they can reach their fullest potential, physically, socially, emotionally, spiritually and intellectually. We have established strong partnerships with multiple local, municipal and provincial organizations that believe educating children and youth is an important shared responsibility.

The following are examples of healthy living opportunities that engage active learning through collaborative partnerships:

Personal Pathways

This educational experience allows Grade 4 to 12 students to attend school within a City of Edmonton community recreation centre, which provides learning opportunities for physical literacy, healthy eating,

development of social emotional skills and student leadership. This type of partnership allows students who might not thrive within the traditional school environment to be immersed in an alternative environment which reignites their passion for learning.

Having access to a swimming pool, ice arena, gymnasium, fitness centre, turf field and community kitchen allows students to meet their educational and life goals through a healthy living lens. The student and teacher co-create the learning experiences that are flexible and responsive to the strengths, needs and interests of the student. It is truly a life-changing experience for our students and their families!

Get Moving in the Hallways

In collaboration with our school district occupational therapists, Edmonton Catholic Schools has created a resource for schools that promotes students being physically active, along with the development of numeracy and literacy skills in the hallway areas. Initially launched in 2015, Ever Active Schools created the Don't Walk in the Hallways Resource, which is comprised of vinyl floor tiles that promotes

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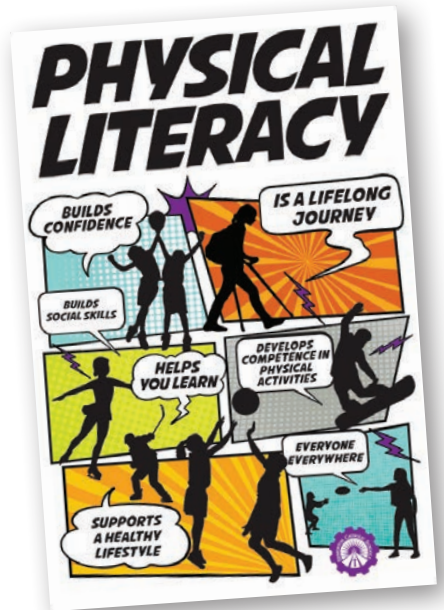
the passive environment of the hallways to become more active and engaging.

Edmonton Catholic Schools expanded upon the idea by creating a resource that incorporates multiple options, including the Ever Active kit, sensory numeracy and literacy floor decals and a do-it-yourself option that utilizes vinyl adhesive from a local distributor in Edmonton. This final option allows for maximum creativity and has led to patterns ranging from Indigenous to curricular themes. This strategy promotes movement breaks between classes and curricular enhancement. Even parents and staff

have jumped two feet forward into our hopscotch by letters pattern!

Physical Literacy and Student Leadership

In collaboration with our local organizations and school leaders, we collected feedback on the question: What does physical literacy mean and why it is important? The end product was the production of a set of three posters, one each for elementary, junior high and high school, that highlights physical literacy as a lifelong journey for everyone and everywhere. These posters,



This eye-catching poster builds student awareness about physical literacy.

created in both French and English, can be seen in every school and not only do they educate our students, staff and parent community about the benefits of physical literacy, but they spark the conversation on how we can all become more physical literate while developing social skills.



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Nutrition in Action

The paradigmatic shift in our understanding of the role of health and nutrition in school-age children has fundamental implications for setting students up for success. Canadian evidence has linked eating breakfast and higher diet quality (including adequate vegetable and fruit intake) to academic performance (Sampasa-Kanyinga, H. and H.A. Hamilton, 2017).² Provincial, municipal and local partnerships are critical partners to our schools universally successful programs that embrace cultural diversity.

Several collaborative partnerships have developed between local organizations such as grocery stores, church groups and volunteer associations that focus on shared goals while leveraging the strengths of the school and the community, ultimately building capacity and helping to ensure sustainability for the future.

Working closely with our national funders, President's Choice Breakfast for Learning and Breakfast Clubs of Canada, along with our provincial funder, Alberta Education, and our local funders, E4C, Go Auto, and our own Edmonton Catholic Schools Foundation, our students receive healthy food choices, along

with nutrition education, so they can make healthy choices. Building innovative programming that not only fuels the body, but fills the mind is key to students being ready to learn!

Social Emotional Learning

Social Emotional Learning for Families (SELF) program is a seven-week series that offers both a parent and a child learning component about social and emotional learning. Embedded within our Mental Health Strategic Plan, we recognize the importance of developing social-emotional learning skills so students can build resiliency, communicate effectively, make responsible decisions, and understand themselves and how they interact with others.

The SELF® program is designed to meet the needs of any family who is interested in increasing the parent and child awareness and skills in the area of social and emotional learning. We specifically target children in our preschool program (100 Voices) and Kindergarten. Children learn social emotional skills through play, while parents engage in dialogue with their peers and learn skills and strategies that will support their child. At the conclusion of the session, parents join their

children to interact in a final activity that promotes active learning.

Parent Engagement Evenings

In partnership with Alberta Health Services, Edmonton Catholic Schools hosted a series of three Parent Engagement Evenings so parents could learn about how to support their child's well-being. Topics included Social Emotional Learning: Supporting our Children, Supporting Your Child's Mental Health Through a Holistic Approach and Breaking the Cycle of Anxiety: A Step by Step Approach.

By working in collaboration with Alberta Health Services, we were able to bring forward the importance of health and education working together for our school families. These sessions not only provided an educational opportunity for our families, but they gave practical strategies that could extend into the home environment. By engaging with the parents, we are able to cultivate a continuum of support for healthy living, active learning that extends beyond the four walls of the school.

An investment in a healthy school community is an investment in students being successful now and in the future!

Shared vision is vital in order for partnerships to succeed because it provides direction and purpose. When schools inspire and support students, staff and teachers to be at their physical, social, emotional, spiritual and intellectual best, learning thrives! ○

Cheryl Shinkaruk is the Manager, Programs and Projects, with Edmonton Catholic Schools. Holding a Master of Education in Curriculum, she continues to champion student healthy living and active learning through a comprehensive school health approach.

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A Kindness Month hallway display at St. Olivier School in Radville, Saskatchewan.



Students at St. Olivier School in Radville, Saskatchewan were asked to explain what they believe kindness to be, and this "kindness quilt" was created with their answers.



Creations from the Deep Learning Lab (which includes a 3D printer and laser cutter) for intellectual, social, physical engagement at St. Michael School in Weyburn, Saskatchewan.



A Wellness Wall for physical and social engagement at St. Mary's School in Estevan, Saskatchewan.



A sensory pathway in hallway at St. Augustine School in Wilcox, Saskatchewan.



The BOKS program teaches physical, emotional and social engagement at Sacred Heart School / École Sacré Coeur in Estevan, Saskatchewan.

By Terry Jordens, Holy Family Roman Catholic Separate School Division

Holy Family Roman Catholic Separate School Division (Holy Family) is a small rural division located in southeast Saskatchewan. Our mission for our 1,300 students is to prepare them for success in navigating the economies of the 21st century, guided by Catholic values and principles. In an effort to effectively fulfill this mission, Holy Family's foundation is rooted in New Pedagogies for Deep Learning (NPDL) (www.npdl.global). This framework, developed by Fullan, Quinn and McEachan,¹ provides a futuristically coherent guidance to school divisions on how to transform learning for all students.

The theory of NPDL provides a framework from which to transform the role of teachers into activators. Teachers as activators are able to design learning experiences for students that focus on the building of global competencies. The global competencies, called Deep Learning Competencies in NPDL, are collaboration, creativity, critical thinking, citizenship, character and communication. The fundamental purpose of the NDPL framework is that every student deserves to learn deeply and have learning opportunities that will lead to success in modern life.

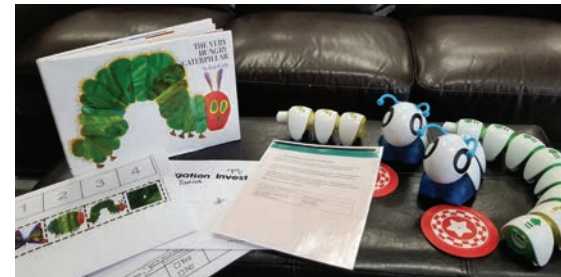
Before our division implemented the NPDL framework, there was a necessity to ensure that our students and staff were emotionally and mentally prepared. To ensure this readiness, Holy Family strategically centred our NPDL plan around well-being. As illustrated in the graphic, well-being is the central focus of Holy Family's deep learning pathway, surrounded by the NPDL framework.

At Holy Family we know that student and adult well-being is imperative to learning. Students who practice self-regulation have the right mindset for learning. Once this strategy is in place, schools can more effectively utilize NPDL and real-life experiences to deliver learning opportunities that foster growth in global competencies.

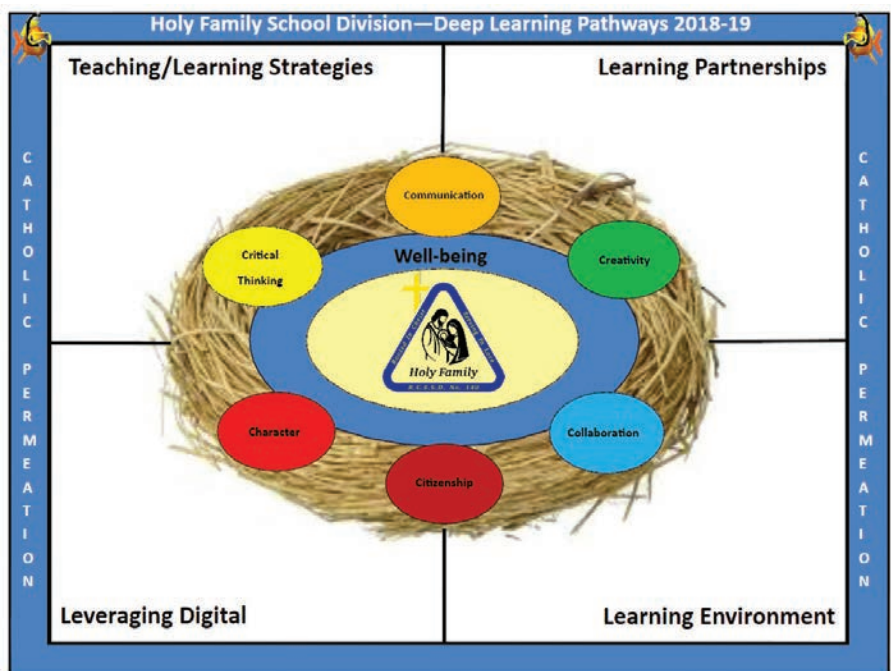
Well-being Teams

Schools have a crucial role to play in developing support systems for students. With this in mind, the creation of school-level well-being teams has been an essential step to the realization of NPDL in our school division. At Holy Family, school-level well-being teams consist of a combination of administrative personnel, school counselors, teachers, resource teachers and parents.

The role of these well-being teams is to implement programming, permeate



A STEM box for intellectual and social engagement at Sacred Heart School / École Sacré Coeur in Estevan, Saskatchewan.



well-being practice and language into classrooms and schools, and design projects to focus students and staff onto an area within well-being. Workshop time has been designated for school well-being teams as an opportunity for these teams to focus on their 2018-19 well-being projects, targeting the uniqueness of their school community.

Well-being Projects

In the 2018-19 school year, school well-being teams applied to the division for funding. These applications were project proposals that met the current needs of their buildings in the area of well-being. The projects ranged in scope from the creation of Kindness Month to Mindfulness workshops with students and staff to a sensory pathway installation. At the end of the school year, Holy Family school principals will be celebrating their stories on their well-being projects with senior administration.

Active and Well-being Student Engagement

Educators know that well-being is not a one-dimensional concept, and there

are interwoven relationships among the dimensions of well-being. Holy Family schools benefit from autonomy, allowing them to focus and implement initiatives in their schools to support any aspect of well-being. As such, Holy Family schools have produced engagement for students in the areas of spiritual, intellectual, social, physical and emotional well-being. The photos display the varied way that Holy Family schools engage students into active and well-being learning.

Professional Development

Professional development around the entirety of well-being is deep and wide at Holy Family. Focused, specific learning happens and will continue to happen. Our school division has targeted well-being learning for all stakeholders: the board, central office personnel, teachers, support staff, students and parents. Speakers, workshops and specific learning have been meticulously selected to suit the audience, all the while guiding them all to the same result.

Throughout all well-being learning at Holy Family, a dedicated goal has been to ensure

that learners understand well-being is within the NPDL philosophy which guides our mission. At Holy Family, permeation of well-being into all aspects of professional development has been and continues to be purposeful and carried out with clear alignment.

Holy Family welcomes guests into and from within our school division. We use a "Leading from the Middle" mindset, where teacher collaboration, networking, and professional learning communities are part of our professional development. Whether the guest we are learning from is one of our own or not, they provide new knowledge and input along the way of our NPDL journey. Learning is concentrated on improving student achievement in academic outcomes and global competencies, and the enhancement of learning experiences in general.

Connections

Critical friends, professionals who are supportive and offer candid feedback, are extremely important, especially to a small school division such as Holy Family. Our motto at Holy Family is to access, not acquire. Networking, making connections, consulting, and learning from our critical



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friends is common practice and part of the Holy Family strategic plan. In the areas of NPDL and well-being, critical friends and professional relationships have assisted in illuminating our pathway in deep learning. As part of our strategic process, we have check-ins with internal and external critical friends.

Internally, Holy Family has a Lead Learner Group that is comprised of teachers, administrators and central office staff. This group leads the direction of NPDL in our school division. Provincially and nationally, we have trusting relationships with C21 Canada: Canadians for 21st Century Learning & Innovation, Dr. Jody Carrington, and other school divisions. Internationally, we focus on connections with NPDL and World Business and Economic Forums.

These connections and relationships offer Holy Family an objective point-of-view, novel suggestions and an opportunity to critically analyze our work. As a result of our focus on connections, Holy Family continues to grow and adapt to make NPDL and well-being a strong base upon which all learning relies.

Alignment and strategic relationships are also an important part of connection. Holy Family is deliberate when it comes to the relationship between practice and educational targets. We achieve alignment and direct connection by focusing on through lines. NPDL and well-being are through lines that have connections running from our Provincial Education Sector Plan to our Holy Family teacher deep learning planning template.

This template specifically outlines well-being development, outcomes, essential understandings, global competencies, processes for deep learning experience, evidence of learning, and reflection on the process. It is used by Holy Family teachers in the facilitation of learning experiences for students in classrooms. In reflection, teachers use a self-assessment tool to evaluate themselves as facilitators in all core areas of the Deep Learning framework.

Summary

Holy Family's educational philosophy stands firmly upon the foundation of New Pedagogies for Deep Learning permeated by the Catholic faith. As part of the global

partnership that NPDL offers its members, Holy Family gathers knowledge and experience from other school divisions worldwide. These networks supply us with the information needed to continue our journey of building knowledge and practices in our schools to fully develop NPDL and foster whole system change.

The unique factor in this framework is that our Holy Family leadership has centred its deep learning on well-being. Starting our NPDL journey with self-regulation strategies in our classrooms, Holy Family has strategically nurtured well-being

for all through the development of school well-being teams, well-being projects, division professional development, and a strong focus on connections. Overall, we know that healthy staff cultivates a healthy environment for nurturing students in a positive story of learning. ○

Terry Jordens is the Superintendent of Student Services and Assessment at Holy Family Roman Catholic Separate School Division #140 in Saskatchewan. Her role involves working with schools and families to meet student needs.

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Leading from the Middle:

Strengthening Equity, Well-being and Achievement through Collaborative Leadership

By Michelle Forge and Michael O'Keefe, CODE Consortium for System Leadership and Innovation

How did members of 10 school boards make huge strides toward broad goals/vision while maintaining commitment and enthusiasm?

How did local and diverse communities in those boards effect significant advances toward broad system goals?

How did mid-level networks identify needs which eventually led to system goals?

The concept of collaborative leadership and “Leading from the Middle” emerged

from research supported by the Ontario Ministry of Education and conducted with a collaborative network of 10 Ontario districts. The network is known as the CODE Consortium for System Leadership and Innovation (CCSLI). These boards were able to not only move the provincial agenda forward in their individual context but also identify and be the front runners in addressing emerging issues and directions.

Included in this article is a description of the findings and implications of a collaborative, appreciative inquiry research study conducted by Hargreaves and Shirley and culminating in the report *Leading from the*

Middle: Spreading Learning, Well-being, and Identity Across Ontario (2018). The report reinforces the concept of collaborative leadership and its impact in practice on equity, well-being, identity and the achievement of students and staff.

“Leading from the Middle” is a process whereby those in an intermediary role between a central body (e.g. the Education Ministry or a school board) and a more local body (e.g. the board, schools, classroom educators) are encouraged and supported in efforts to drive change forward. Because they are close to the implementation point, the “middle” leaders bring

coherence and cohesion to the effort. They are also in a position to voice the concerns and trends that are obvious to those on the ground. Middle leaders are the hubs who drive change but also identify what needs to change.

The process of LFTM:

- Responds to diversity – classrooms, schools and boards are as unique as their students and so solutions to issues must be distinctive and local;
- Encourages collective responsibility – teams of educators with diverse abilities and backgrounds understand that they are all responsible for each student’s success;
- Expects initiative – educators or a group of educators will not wait for central direction but will initiate a response to a recognized need;
- Enhances integration of initiatives – “too many priorities means no priority.” Middle leaders are uniquely positioned to link initiatives in a coherent manner;
- Assumes transparency – all involved must be open and sharing of their ideas, their successes and their failures;
- Values humility – everyone understands that they can contribute and they can learn from others; and
- Is deliberate – the ultimate goal or vision is clear and the elements of LFTM are incorporated into all strategies.

FINDINGS AND RECOMMENDATIONS FROM THE RESEARCH

We elaborate here on a few of the findings and recommendations from this research initiative. Some of these are particularly important in Ontario but all have value nationally and internationally.

Well-being

Schools began on their own to implement well-being strategies and to value well-being as an accomplishment in its own right. This concept initially spread across the province through networks and collaboration without top down implementation but became a pillar of the provincial vision. At the same time, Hargreaves and Shirley cautioned that unconscious cultural biases (such as placing too much emphasis on calmness compared to other ways of feeling well) can slip into well-being strategies.

Middle leaders are the hubs who drive change but also identify what needs to change.

Well-being and Achievement

School boards in Ontario have independently identified the well-being of students as equal in focus to academic achievement. This understanding developed at the school level before it became a part of the provincial vision. It also became clear that there are strongly reciprocal relationships between well-being and achievement – success in one of these leads to success in the other. More recognition needs to be placed on this connection.

Educator Well-being

Educator well-being is as necessary as student well-being. Educators need to see themselves as respected and find fulfilment in their roles.

Identity

The greater the attention paid to student identity, the greater the understanding that this is a very complex issue. Every person is a wealth of identities. Students need to see themselves in their school – in the

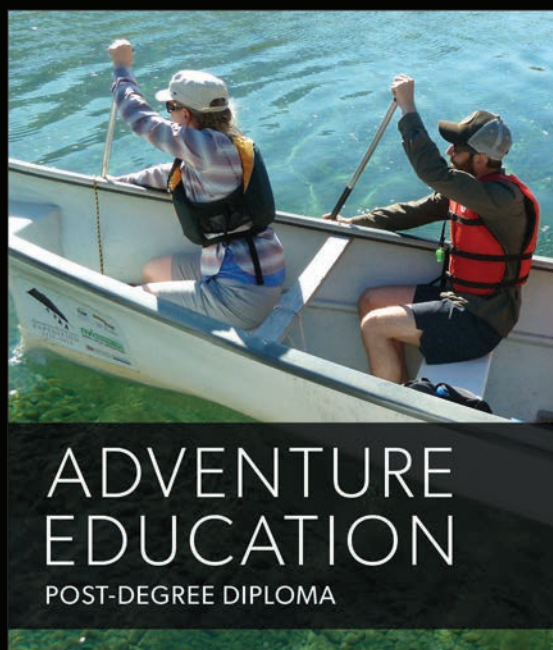
staff, in the curriculum and in the culture. However, focus on certain groups or strategies can sometimes tend to marginalize or disadvantage others. Vigilance is necessary to ensure that all identities are recognized and that none are overlooked. At the same time, attention must be paid to our common human identities and values and to building a sense of belonging among all students. An increased focus on student voice is already leading to positive changes.

Identifying Needs

Middle leaders are well situated to identify growing trends and issues. They are also better able to convey the need and direction for change to those who will set the policies and goals for the larger system. Those in decision-making positions would do well to listen and adhere to the voices of those in the middle.

Driving Change

Those at the top need to facilitate and encourage the middle leaders to be



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initiators and drivers of change and not only implementers of others' change.

Trusting Professional Relationships

Creating a culture of collaborative professionalism has been a focus for districts and schools in Ontario. At every level – in-school, between schools, between boards and between boards and the Ministry of Education – middle leaders are the anchor points of collaboration. They are positioned to have the overall goal or vision firmly in

mind while bringing together those who can directly implement change. Collaborative networks also need to recognize the importance of including and acknowledging individuals with a specific expertise in areas like improving elementary math, for example.

Networks Enhance Coherence and Cohesion and Spread Effective Practices

Boards have much to learn from each other. As this study has shown, appreciative

inquiry in a system of cross-board collaboration had a tremendous benefit for all. Board teams learned from each other as each took a lead in a specific area. These networks need support, structure and funding to be sustained.

NEXT STEPS FOR THE CODE CONSORTIUM FOR SYSTEM LEADERSHIP AND INNOVATION

Over the next three years, the member boards of the CODE Consortium will be engaged in projects designed to reflect current issues and directions. While the substance of each project will be unique, the projects will reflect a “Leading from the Middle” approach using a guiding framework that supports collaborative inquiry, collective responsibility, a focus on student and staff well-being and achievement, and coherence-making at all levels. Moreover, sharing among CODE Consortium participants will support member development of:

- Collaborative professionalism;
- Collaborative inquiry;
- Collective responsibility;
- Coherence and cohesion;
- Well-being, identity and equity;
- Student and staff voice; and
- System impact.

Board representatives will share their progress and refine their work with the support of facilitators with system leadership expertise. Members of the CODE Consortium report that the working with system staff from other districts has allowed them to: engage in a process that energizes staff; avoid duplication of effort; take and shape initiatives; inform provincial issues and directions; engage in provincial system leadership; and complement the work of other district and provincial groups.

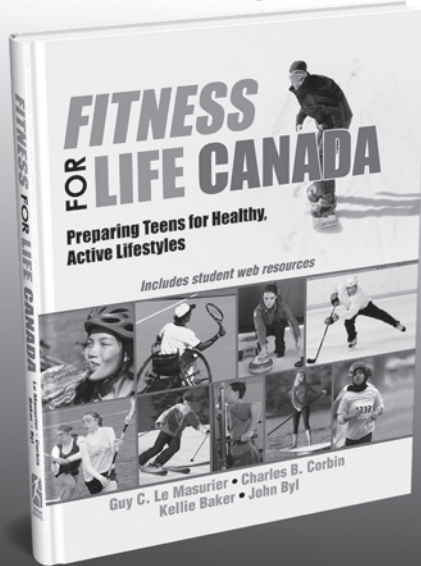
To learn more about the CODE Consortium and for the complete text of the Hargreaves and Shirley report, see the CODE Consortium website at <http://www.ccsli.ca>.

Michelle Forge is the Co-chair of the CCSLI and a retired Superintendent with system expertise in special education, leadership development, and school-based mental health partnerships.

Michael O’Keefe is Co-chair of the CCSLI and a retired Director of the Simcoe Muskoka Catholic DSB with leadership expertise in education and health-care governance.



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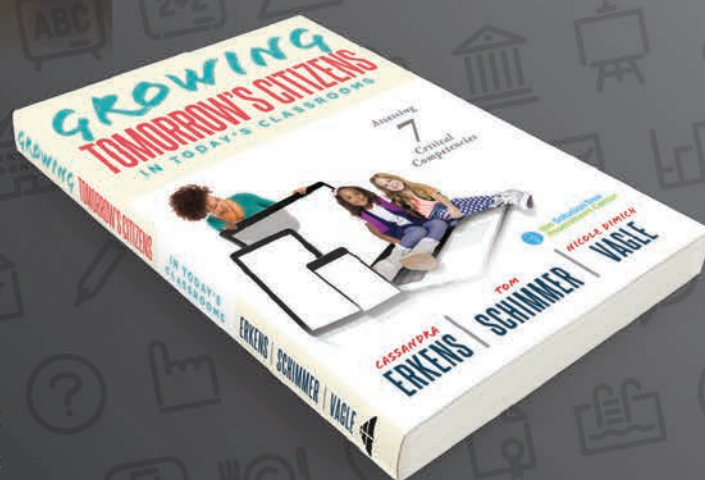


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