



# Creating A Climate of Inclusion and Well-Being in Schools



- CARING
- COOPERATIVE
- HONEST
- INCLUSIVE
- RESPECTFUL
- RESPONSIBLE



@ClimatePeel  
#BuildClimate



We are on the traditional territory of the Mississaugas of the New Credit First Nation

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# Meet The Climate Team:



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Pam Strong,  
Resource Teacher

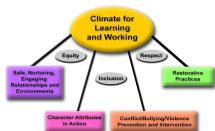


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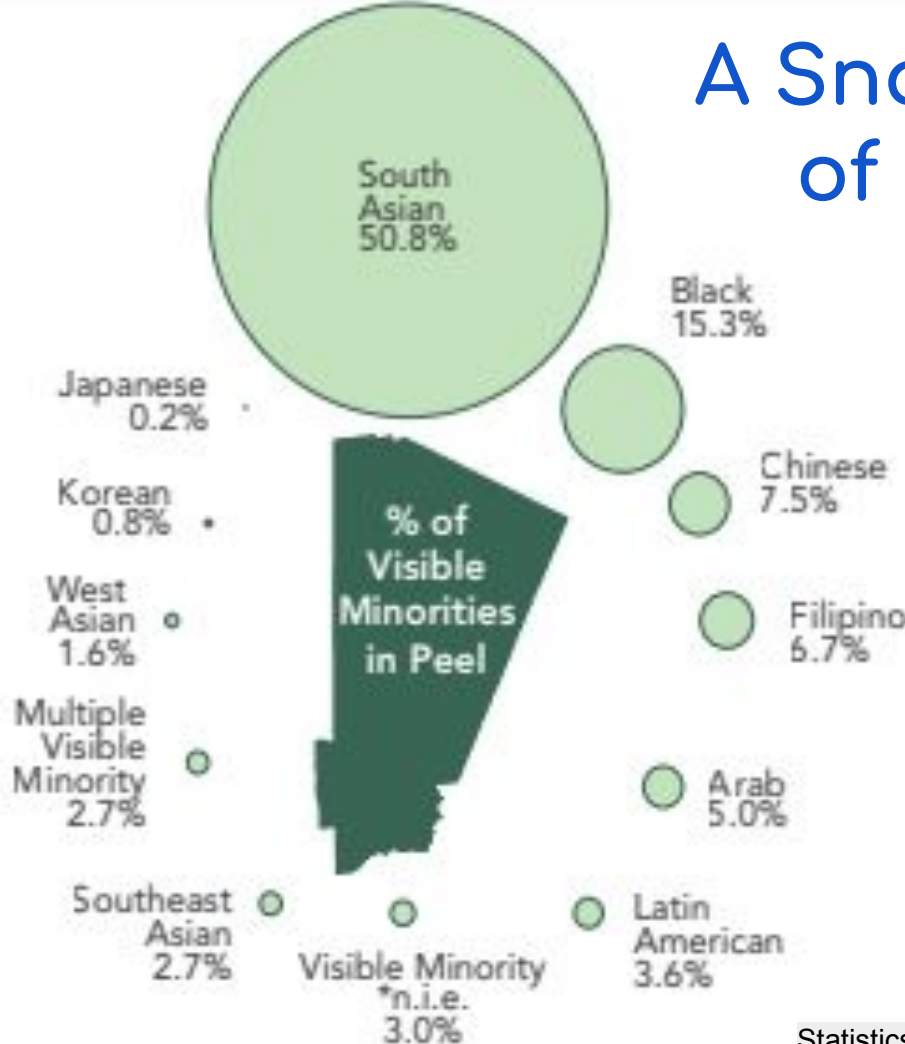
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# Today's Goals

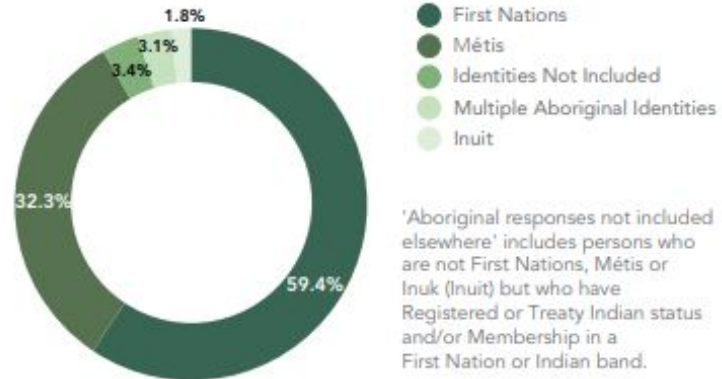


- To review Ministry of Education and Peel District School Board expectations regarding Creating Positive Climates in our schools in the light of our 3 year plan: *Plan for Student Success*
- Explore how relationship building is a proactive approach to promoting positive school climates.
- Explore a variety of resources for practical activities.

# A Snapshot of Peel

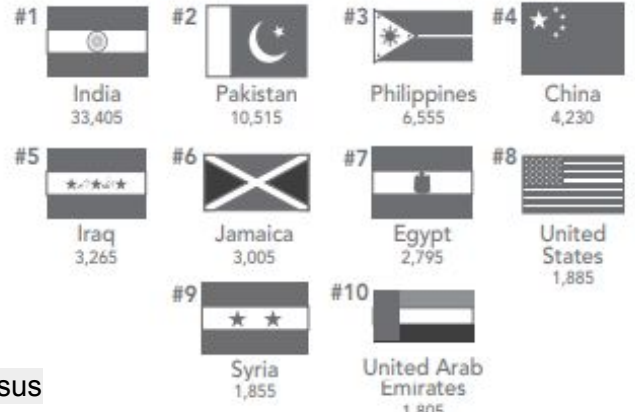


## COMPOSITION OF PEEL'S ABORIGINAL IDENTITY



'Aboriginal responses not included elsewhere' includes persons who are not First Nations, Métis or Inuit (Inuit) but who have Registered or Treaty Indian status and/or Membership in a First Nation or Indian band.

## TOP 10 COUNTRIES OF BIRTH FOR RECENT IMMIGRANTS IN PEEL



- 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.

## PERCENTAGE OF HOUSEHOLDS WITH ANNUAL AFTER-TAX INCOME OVER \$100,000



## A Snapshot of Peel

**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.



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# Circle Questions:

1. Introduce yourself to your circle, including your role and location.



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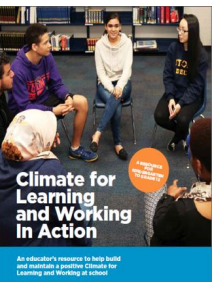
RESPONSIBLE



# 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?



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# Circle Questions:



3. Share one thing you do to support your personal wellbeing.

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**Humans have a fundamental need to belong.**



# Climate In The Big Picture...

**peel** District School Board

## Plan for Student Success 2016-21

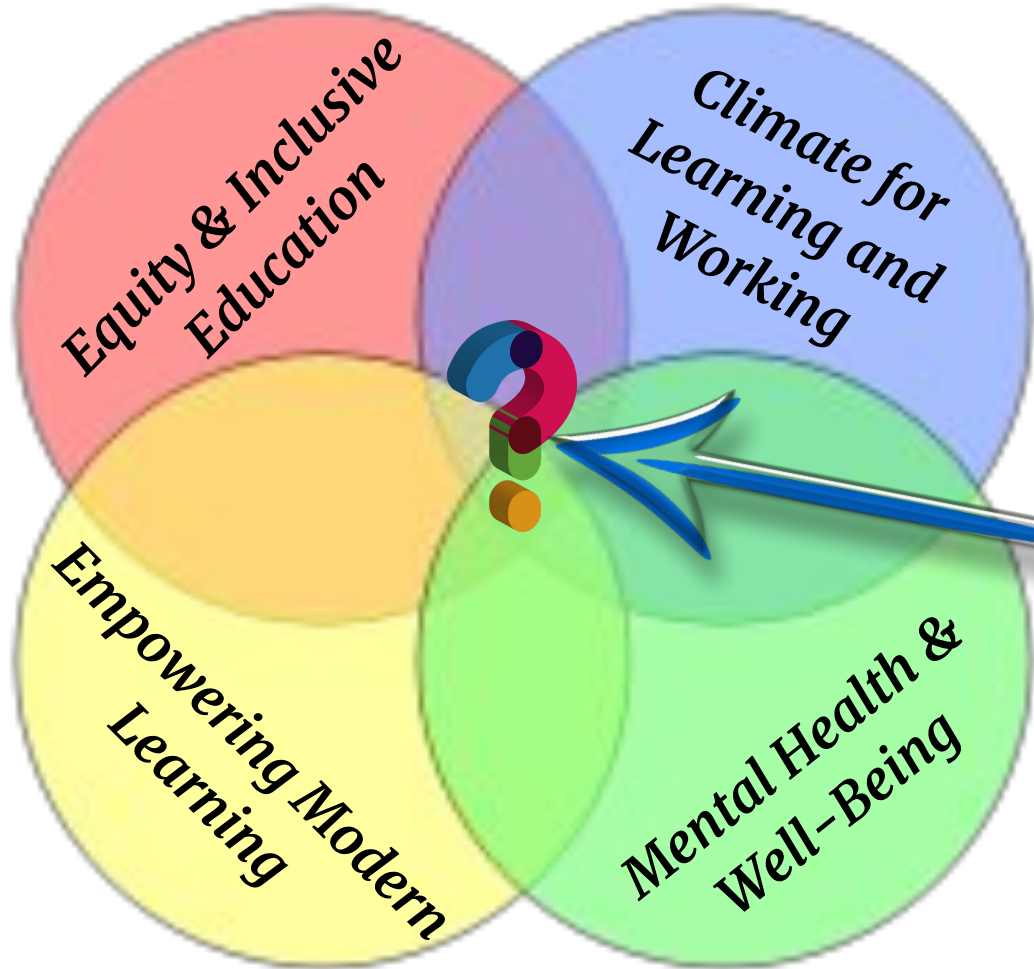


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# A Snapshot of Peel District School Board

- 253 Schools

- 154,000 K-12

- 15,000 staff

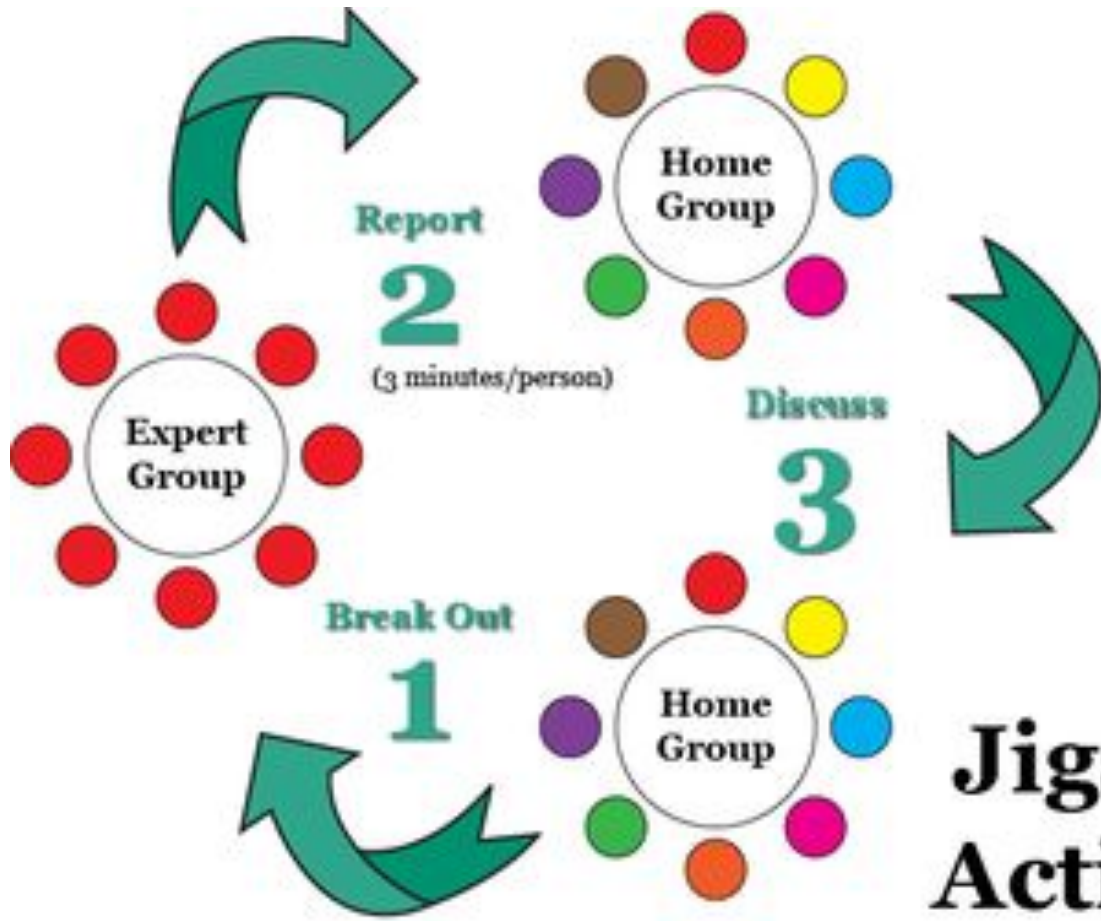


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## Where are we now:

- Staff from approximately 190 schools trained
- Approximately 1600 total staff trained
- 3-day training with the International Institute of Restorative Practices



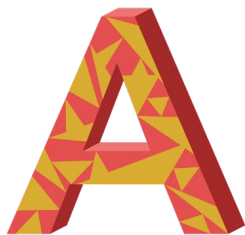
**8 minutes to prepare;  
8 minutes to share.**

**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?**

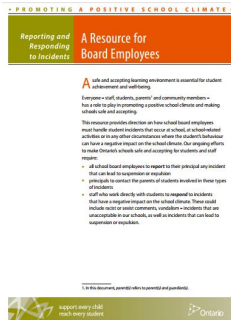
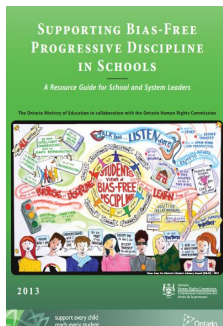
# **Jigsaw Activity**





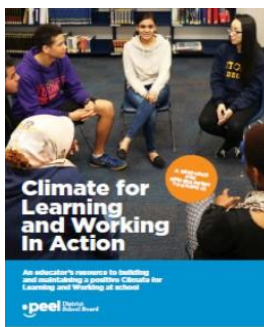
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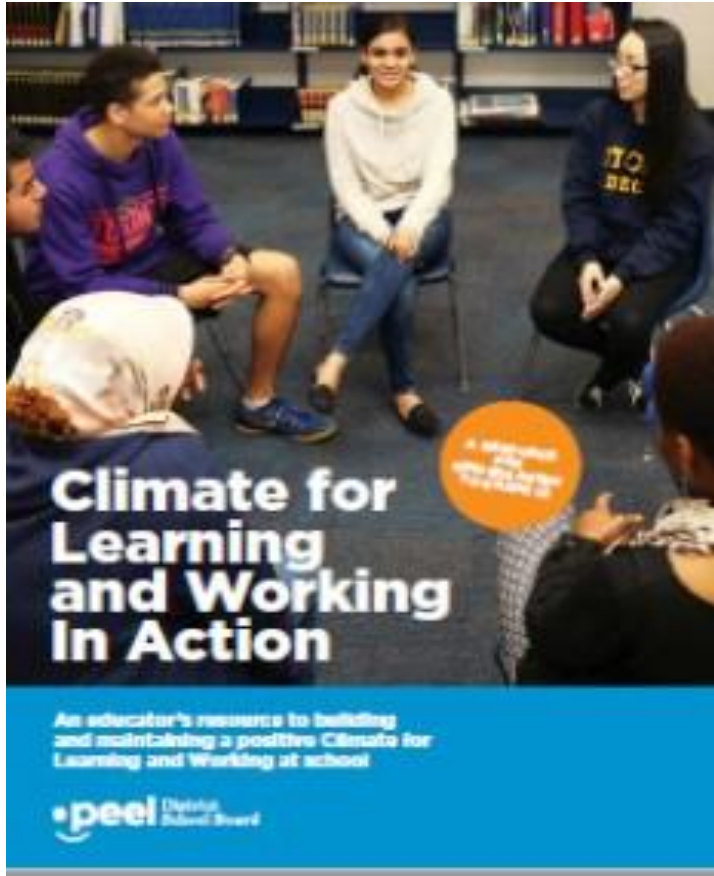
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Access the electronic version of this resource:

<https://s3.amazonaws.com/online.fliphtml5.com/kadk/wkef/index.html>

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# Restorative Practices in PDSB





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