

# Professional Perspectives: Leading Healthy & Safe Schools

## FLC 6-17 Outline for Certificate in School Leadership

**COURSE RATIONALE & DESCRIPTION:** *Healthy children have increased capacity to learn and develop the values, attitudes and skills necessary to be competent, effective and resilient adults. 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. A healthy school community promotes a culture of wellness for all its members: students, teachers, administrators, principals, staff, parents, and community partners.* Physical and Health Education Canada (2017)

Using current literature in the area of healthy and safe schools, this course will help learning leaders to reflect, apply, and plan intentionally for ensuring a comprehensive healthy and safe school environment.

<b>INSTRUCTOR OF RECORD</b>	Dr. Danielle Fullan Kolton (204) 461-0651 dfullankolton@mbteach.org	You are invited and encouraged to contact me whenever you require information, clarification, or support in order to be successful in this course.
<b>CLASS TIMES</b>	See Course Schedule	
<b>OFFICE HOURS</b>	By appointment as arranged via telephone or email	
<b>INTENDED LEARNING OUTCOMES</b>	<p>Throughout the course, the participants will be asked to reflect on and extend their knowledge of theory and practice in healthy and safe schools. Participants in this course will be able to:</p> <ul style="list-style-type: none"><li>• <b>Describe</b> key elements of healthy and safe schools;</li><li>• <b>Review</b> history and legislation related to comprehensive school health in Manitoba;</li><li>• <b>Identify</b> current issues in healthy and safe schools;</li><li>• <b>Assess</b> the conditions of healthy and safe schools in their current context;</li><li>• <b>Discuss</b> the leader's role in developing and sustaining healthy and safe schools;</li><li>• <b>Articulate</b> how new learning and skills will impact their practice; and</li><li>• <b>Participate</b> meaningfully in a community of practice by connecting and sharing how prior experiences and new knowledge will impact their leadership knowledge and skills.</li></ul>	
<b>REQUIRED READINGS</b>	<p>Canadian Association of Principals (Winter, 2017). <b>Work Life Balance</b>. <a href="http://cdnprincipals.org/blog/2017/02/27/winter-2017-cap-journal/">http://cdnprincipals.org/blog/2017/02/27/winter-2017-cap-journal/</a></p> <p>Lohrmann, D., Vamos, S., Yeung, P. (2011). <b>Creating a Healthy School Using the Healthy School Report Card Canadian Edition: An ASCD Action Tool</b>, (2nd revised ed.) Alexandria, VA: ASCD (digital version).</p> <p>MASS Journal (Fall, 2012). <b>School Safety</b>. <a href="http://mass.mb.ca/wp-content/uploads/2015/01/mass_journal_fall2012.pdf">http://mass.mb.ca/wp-content/uploads/2015/01/mass_journal_fall2012.pdf</a></p>	

## RECOMMENDED READING

Canadian Association for School Health [www.cash-aces.ca](http://www.cash-aces.ca)  
Canadian Centre for Child Protection <https://www.protectchildren.ca>  
Canadian Safe Schools Network <https://canadiansafeschools.com/>  
Collaborative for Academic, Social, and Emotional Learning (CASEL) <http://www.casel.org>  
MET Safe and Caring Schools [http://www.edu.gov.mb.ca/k12/safe\\_schools/index.html](http://www.edu.gov.mb.ca/k12/safe_schools/index.html)  
Physical and Health Education Canada [www.phecanada.ca](http://www.phecanada.ca)  
MASS Journal (Spring, 2017). **Mental Health**. TBA  
MASS Journal (Fall, 2016). **LGBTQ**. <http://mass.mb.ca/wp-content/uploads/2016/10/Fall-Journal-2016-LGBTQ.pdf>

## ASSESSMENT

Balanced assessment and evaluation will be used to assess knowledge/understanding, thinking/inquiry, communication, and application of the course content. Participants will be expected to demonstrate their attainment of the course outcomes:

1. Through their preparation and discussion of assigned readings.
2. Through their participation in class discussions/activities with their colleagues.
3. Through their completed course assignments.

It is expected that students will ***consistently complete quality work***.

## EVALUATION

This course is graded either as Pass or Fail. Participants must satisfactorily meet all requirements for attendance, participation and assignments in order to achieve a Pass.

## ATTENDANCE POLICY

Regular attendance is expected of all students. If you are absent for up to 3 hours of class time, you are responsible for acquiring materials distributed in the portion you missed from other students. If you miss more than 3 hours of contact time, the Instructor may initiate processes to debar you from attending course and/or from receiving credit.

## ACADEMIC INTEGRITY

Plagiarism is described as taking credit for another's work. In an environment based upon academic integrity, plagiarism exemplifies unethical behavior. If it is discovered that any student has plagiarized material, that student will automatically fail the class and the case will be referred to the Instructor of Record and the Faculty of Graduate Studies as per the university's policy. If you are unsure as to what constitutes plagiarism, or do not know how to adequately reference material, please ask for help and consult the newest edition of the American Psychological Association (APA) reference. Please refer to the University of Manitoba, Université de Saint-Boniface and Brandon University, General Calendar (2015-2016) for any other questions.

## RESPECT OF PRIVACY

While it is appropriate to discuss the professional aspects of your practice with your classmates as it pertains to your own learning, it is essential that you demonstrate respect for the privacy of your colleagues, and school. Use pseudonyms only when referring to others in both class discussions and written assignments.

# COURSE SCHEDULE<sup>1</sup>

TOPIC	OVERVIEW	DATES	FACILITATOR(S)
<b>Social &amp; Physical Environment</b>	<ul style="list-style-type: none"> <li>Managing mental health in the workplace</li> <li>Psychologically healthy workplaces</li> </ul>	Tuesday, July 4 8:30 – 5:00 pm	Maureen Grace
	<ul style="list-style-type: none"> <li>Workplace health &amp; safety</li> <li>Duty to accommodate – law &amp; policy</li> <li>Harassment reporting</li> <li>Violent incident reporting</li> </ul>	Wednesday, July 5 8:30 – 5:00 pm	Darren Hardy Darren Thomas Andrew Peters Tony Marques
<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>Religious diversity</li> <li>Mental health for students</li> <li>Current LGBTQ* realities</li> </ul>	Thursday, July 6 8:30 – 5:00 pm	Cheryl Chuckry Deb Radi TLLT
<b>Partnerships &amp; Services</b>	<ul style="list-style-type: none"> <li>Employee assistance</li> <li>Nutritional wellness</li> <li>Financial literacy</li> <li>Caregiver fatigue</li> <li>Professional organization</li> <li>Mindfulness and work life balance</li> </ul>	Friday, July 7 8:30 – 5:00 pm	JF Godbout/Ralph Ramore Carla D’Andreamatteo Brian Denysuik Wendy Sutton Susan Macaulay Keith MacPherson
<b>Leadership for Healthy Schools: A Systems Approach</b>	<ul style="list-style-type: none"> <li>Healthy school report card study groups</li> <li>Coordination and support of 11 elements of healthy schools</li> <li>Local and national resources</li> </ul>	Tuesday, July 11 9:00-3:00 pm	Danielle Fullan Kolton
<b>Leadership for Healthy Schools: The Manitoba Context</b>	<ul style="list-style-type: none"> <li>Course content integration and consolidation</li> <li>Synthesis: elements of and issues in healthy and safe schools</li> <li>Local and national resources</li> <li>Leadership for comprehensive health and safe school planning</li> </ul>	Wednesday, July 12 9:00-3:00 pm	Danielle Fullan Kolton

<sup>1</sup> Topical overview is a guide only. Time constraints and other unforeseen factors may require that some of the above topics be omitted or covered in less detail.

# COURSE ASSIGNMENTS

PURPOSE	ASSIGNMENT #1 WEBSITE REVIEW	DUE
<p>To provide an opportunity to explore relevant websites and resources</p>	<p>Explore <b>ONE</b> of the following websites:</p> <ul style="list-style-type: none"> <li>• Canadian Association for School Health <a href="http://www.cash-aces.ca">www.cash-aces.ca</a></li> <li>• Canadian Centre for Child Protection <a href="https://www.protectchildren.ca">https://www.protectchildren.ca</a></li> <li>• Canadian Safe Schools Network <a href="https://canadiansafeschools.com/">https://canadiansafeschools.com/</a></li> <li>• Collaborative for Academic, Social, and Emotional Learning (CASEL) <a href="http://www.casel.org">http://www.casel.org</a></li> <li>• MET Safe and Caring Schools <a href="http://www.edu.gov.mb.ca/k12/safe_schools/index.html">http://www.edu.gov.mb.ca/k12/safe_schools/index.html</a></li> <li>• Physical and Health Education Canada <a href="http://www.phecanada.ca">www.phecanada.ca</a></li> <li>• Safe Schools Manitoba <a href="http://www.safeschoolsmanitoba.ca">www.safeschoolsmanitoba.ca</a></li> </ul> <p>Write a 1000-word blog about the website including:</p> <ol style="list-style-type: none"> <li>a) Overview of what it offers</li> <li>b) Limitations of the site</li> <li>c) Summary of two resources that you recommend</li> <li>d) A star rating (out of 5)</li> </ol> <p>Create a 5-minute commercial for your website and present it to the class including a minimum of 10 slides.</p>	<p>Tuesday, July 11, 2017</p>

PURPOSE	ASSIGNMENT #2 TEXTFRAME	DUE
<p>To reflect on learning, integrate new readings and knowledge, and articulate the implications for your practice and future learning.</p>	<p>Read Option 1 or Option 2:</p> <ol style="list-style-type: none"> <li>1. Safe and Caring Schools: Taking Action Against Bullying <b>AND</b> Safe and Caring Schools: Respect for Human Diversity Policies <b>AND</b> Safe and Caring Schools: A Resource for Equity and Inclusion in Manitoba Schools (MB MYGSA)</li> <li>2. Responding to Religious Diversity in Manitoba's Schools: A Guide for Educators</li> </ol> <p>Complete the following:</p> <ol style="list-style-type: none"> <li>a) Create a two-page text frame of the main ideas and validations of the readings using the attached template.</li> <li>b) Write a two-page "Now What" paper about how the content applies to the Institute content, your learning journey, and your practice going forward.</li> </ol>	<p>Wednesday, July 12, 2017</p>

PURPOSE	ASSIGNMENT #3 ISSUES IN PRACTICE	DUE
<p>To reflect on learning, integrate new readings and knowledge, and articulate the implications for your practice and future learning.</p>	<p>Choose <b>ONE</b> of the following current issues in school health and safety that is applicable in your divisional context</p> <ul style="list-style-type: none"> <li>• Cyber Safety (ie: self &amp; peer exploitation, social media, etc)</li> <li>• Mental Health</li> <li>• Social and Emotional Learning</li> <li>• LGBTQ*</li> <li>• Substance Abuse</li> <li>• Workplace Health and Safety</li> <li>• Harassment</li> <li>• School violence</li> <li>• Bullying</li> <li>• Poverty</li> <li>• Healthy and Safe Spaces for Indigenous learners</li> <li>• Responding to Diversity (cultural, religious, etc)</li> </ul> <p>Write an <b>8-10 page paper</b> including but not limited to:</p> <ul style="list-style-type: none"> <li>• A literature review of three sources that define the scope of this issue (Canadian sources preferred)</li> <li>• A review of your divisional policy relative to the issue</li> <li>• Relevant and related Manitoba legislation</li> <li>• An assessment of your school or divisional priorities, community challenges, strengths and targets for growth</li> <li>• Identification of a plan to enhance health and safety in this area</li> </ul>	<p>Submitted via e-mail no later than July 28, 2017</p>

PURPOSE	ASSIGNMENT #4 HEALTHY & SAFE SCHOOLS ARTICLE	DUE
<p>To provide an opportunity to create an accessible document to share in your context.</p>	<p>Write a 1000-word persuasive article about why and how safe and healthy schools should be prioritized in Manitoba. The writing needs to be accessible (rather than academic).</p> <p>Format your article single-spaced with three-columns and include a powerful image to compel your readership.</p>	<p>Submitted via e-mail no later than August 11, 2017</p>