



ONTARIO  
The Institute for Education Leadership  
L'Institut de leadership en éducation



Leading Safe and  
Accepting Schools

# THE ONTARIO INSTITUTE FOR EDUCATION LEADERSHIP'S

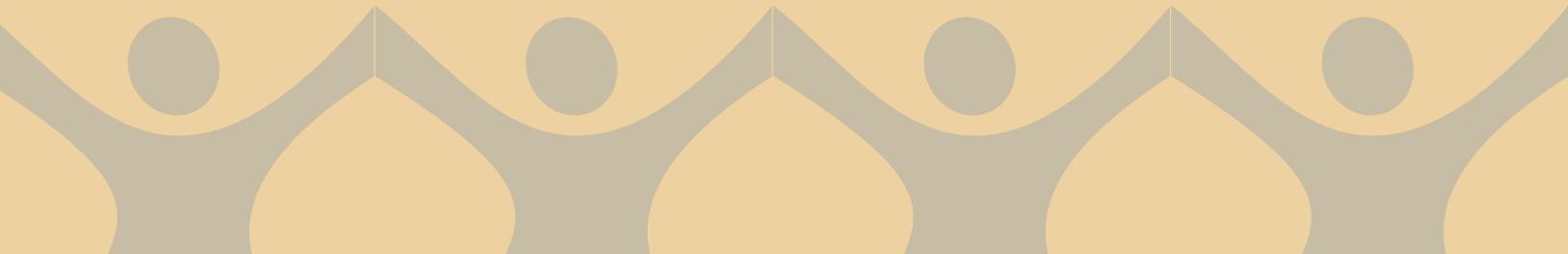
## *Leading Safe and Accepting Schools Project*

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LSAS Webcast Series

June 2016

Despite the attention given to the broad range of school districts and the varied experiences shared, not all situations and local conditions could be represented in the webcasts. As a result, these webcasts are designed to serve only as a guide to the implementation process of the Safe and Healthy Schools policy and to inform practice in each of the districts across Ontario.



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# USER GUIDE

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## PURPOSE

This guide has been designed as a resource to accompany the Ontario Institute for Education Leadership (IEL) Leading Safe and Accepting Schools (LSAS) webcasts. The purpose of the guide is to assist school and district Safe and Accepting School teams as they consider the best way to use the webcasts as part of the implementation of their Safe and Accepting Schools policy. The guide is available in both French and English.

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**The User Guide includes the following topics:**

- [Leading Safe and Accepting School Webcast Series](#)
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## LEADING SAFE AND ACCEPTING SCHOOL WEBCAST SERIES

The LSAS webcast series consists of two bilingual 20 minute webcasts:

1. [Creating and Sustaining Positive School Climates: Alignment and Sustainability](#); and
2. [Creating and Sustaining Positive School Climates: Ongoing Evaluation and Renewal](#).

The four education sectors of the province, French Public, English Public, English Catholic and French Catholic districts are represented in the webcasts. Speakers in the webcasts include elementary and secondary students, teachers, support staff, school and system leaders, as well as community partners.

**The themes and webcast content are based on input received through feedback provided by Safe Schools Leads who responded to a Leading Safe and Accepting Schools (LSAS) survey that was distributed to all school districts in the province of Ontario in 2014.**

**The survey was designed to look at factors that impact the implementation of policies related to safe and accepting schools and positive school climate.**

**The full survey report can be found at [www.education-leadership-ontario.ca](http://www.education-leadership-ontario.ca)**

## INTENDED AUDIENCE

The webcast themes are intended to be of value to school and system leaders who are implementing safe and accepting schools' policies and are looking to build a deeper understanding of effective leadership practices across the province. Viewers will find, within the webcasts, leaders' insights into the factors that influence the implementation process, implementation challenges and solutions to address the challenges.

It is hoped that school and system leaders, as well as Safe Schools Leads, will engage in rich discussions that will inform not only local practice but will be used as part of a provincial dialogue to inform and improve leadership practices across Ontario.

## SUGGESTED USE OF WEBCASTS

The webcasts can be viewed and can be used in their entirety, or according to each theme. By using the webcasts by theme, it is possible to reflect upon and discuss each theme separately over a period of time, for example, corresponding to weekly, monthly, quarterly or annual meetings of planning teams.

Each theme begins with an introduction which summarizes the key points of focus. At the end of each theme segment, a set of reflective questions is included based on the information that has been shared. The reflective questions are intended to promote discussion, brainstorming and sharing of issues and ideas within and beyond the local school and school district. Ideas that are shared could help inform school and district improvement plans.

**It is recommended that when viewing the webcasts as a whole to pause after each set of reflective question and engage in dialogue before moving on to the next theme.**

## WEBCAST THEMES

### Implementation Webcast

#### 1. Leadership for a Shared Vision

- a. Discussion of leadership traits that are important for effective policy implementation and leading change
- b. Characteristics to consider in creating a shared vision
- c. Potential obstacles to creating and sustaining a shared vision

#### 2. Establishing the Environment

- a. Key components of a positive school climate
- b. The importance of Student Voice including input from students on what constitutes a safe, accepting and inclusive environment and how that can be established
- c. The important role of relationships in creating and sustaining a positive school climate
- d. Obstacles encountered in the establishment of a safe, accepting and inclusive environment and possible ways to overcome them

#### 3. Partnerships

- a. The value of establishing partnerships within and beyond the school
- b. Suggestions of key partners and the roles they might play
- c. Challenges that encountered when establishing and sustaining effective partnerships

#### 4. Capacity Building

- a. Moving from initial change to long term effective implementation
- b. The importance of aligning similar initiatives and the work being done by personnel across the school, district and community
- c. Integration of new practices into existing frameworks and routines

### Evaluation and Renewal Webcast

#### 1. Sources of Data

- a. The importance of collecting and analyzing data from a wide range of sources
- b. Examples of data that can be of value in informing practice
- c. Challenges faced in the collection and analysis of data

#### 2. Analysis to Action

- a. How data is used to inform practice
- b. Change process rooted in what the data is telling planners and implementers
- c. Challenges and possible solutions in moving from analysis to action

#### 3. Reflection and Revision

- a. The importance and practice of ongoing check-ins
- b. Using new information to adjust course
- c. The ongoing journey

# QUESTIONS BY THEME

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The questions have been included in the user guide, in order to allow for pre-planning of discussion sessions. They are as follows:

## IMPLEMENTATION WEBCAST

### Leadership for a Shared Vision

1. What characteristics of leadership are essential in order to ensure effective implementation of safe schools and well-being policies?
2. How can district, school, and classroom leaders be supported in order to encourage the development and enhancement of effective leadership practices?
3. To effectively sustain a renewed vision, schools and districts must engage all stakeholders, utilize effective two-way communication, collaborate and share responsibility, integrate related aspects and set priorities. Is your district successful in creating and sustaining a shared vision? In what area could you improve?
4. In order to develop a true shared vision, we must effectively engage our students in the planning process. How is your district engaging students in the development of the vision?

### Establishing the Environment

1. What are the key elements of a school environment that will help to ensure the existence of a positive school climate?
2. How can these elements be put into place and sustained?
3. Is the environment in the schools within your district conducive to the existence of a positive school climate? What further improvement could be considered in order to ensure a safe, accepting and inclusive environment?
4. What important relationships have been established and nurtured in your school and district to contribute to a healthy school environment? What relationships could be established or improved in order to further enhance this environment?

### Partnerships

Key partnerships can be established with the local municipality, community agencies and provincial contacts. In the webcast, partnerships with local police, child and youth mental health, child welfare, and arts cooperatives are discussed.

1. What are some other partnerships that would support the building and sustaining of a positive school climate?

### Capacity Building

True capacity-building necessitates a multi-layered approach that involves training and ongoing professional development for all members of the organization, along with prioritizing available resources and supports to ensure effective and ongoing professional development.

1. What mechanisms are in place in your district that ensure effective professional development for all members of the organization and prioritizing of resources and supports?
2. How are Safe Schools, Mental Health, Equity and Inclusive Education and Student Success integrated in your district?
3. In what ways could this integration be improved? Has an aspect or key player been left out?

# WEBCASTS INFORMATION

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## EVALUATION AND RENEWAL WEBCAST

### Sources of Data

1. What sources of data would be of value to leaders who are looking for an accurate picture of the climate within their respective schools?
2. What sources of data do you currently use during the decision-making process?
3. Are there other sources of data that could be collected?

### Analysis to Action

1. Who carries out the analysis of the collected data within your school and district?
2. How is the information shared with those involved in leadership and planning?
3. How could this process be made more effective within your school or district?

### Reflection and Revision

1. How often does your school/district team reflect on progress, as indicated in new data that is collected?
2. What role does your Safe and Accepting Schools' Team or equivalent play in the reflection and revision process?
3. What is the process for revising plans, based on new information that is collected? How often is the revision of plans done?

## RESOURCES TO PROMOTE DISCUSSION

In order to generate discussion about possible resources, you may wish to use the following questions with your team. While not included as part of the webcasts, many relevant and current resources may be found under the “Find a Resource” tab on the IEL’s LSAS section of the website at [www.education-leadership-ontario.ca](http://www.education-leadership-ontario.ca).

## IMPLEMENTATION WEBCAST

1. What resources have been used in your school or district to support the creating and sustaining of a positive school environment?
2. What additional resources might be of assistance in the ongoing implementation process to further enhance a positive school climate?

## EVALUATION AND RENEWAL WEBCAST

1. What tools does your school or district use to assess school climate?
2. Are there aspects of school climate for which you do not possess effective assessment tools? If so, in what areas does your school or district lack adequate assessment or evaluation tools and how are you addressing these challenges?
3. Does your school or district have the capacity to adequately analyze the information that you collect and use it to make informed decisions about next steps? If not, what do you do to ensure that you are responding effectively to the information gleaned through your assessment and evaluation practices?

## CONCLUSION

We hope that this resource is of value to you as you strive to ensure that your schools are safe, accepting and inclusive of all.

For further information, please send your comments or questions to [communication@education-leadership-ontario.ca](mailto:communication@education-leadership-ontario.ca)

**[WWW.EDUCATION-LEADERSHIP-ONTARIO.CA](http://WWW.EDUCATION-LEADERSHIP-ONTARIO.CA)**



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