



## **Supporting Students' Wellbeing Conference 2019**

**Friday, December 6, 2019**

**[BMO Institute for Learning](#)**

### **WORKSHOP OVERVIEWS**

#### **Session #1**

##### ***The Andean Wellness Program: A Holistic Approach***

David Stewart, Megan Dobson, John Murray, Carolyn Bilton & Whitney Elliott  
St. Andrew's College

When St. Andrew's College introduced their 5-year strategic plan, Wellness was at the forefront as one of the five pillars to support all students, faculty and staff and ensuring proactive education on mental, physical, emotional, and social health. Join our Wellness Committee as we share our personal and professional journey to incorporate health, nutrition, mindfulness and well-being into their classrooms, the student body, and with faculty and staff. This presentation will include a list of resources and practical exercises you can use in the classroom and beyond.

##### ***Using Positive Psychology Practices to support students' social and emotional development***

Hanna Redpath Kidd  
Ridley College

Since 2014 Ridley College has endeavoured to embed Positive Psychology practices into all facets of school life. As the first Social Emotional Counsellor in Ridley Lower School (K-8) I have been able to support student wellbeing through classroom lessons, small groups and 1-1 conversations. In this workshop we will explore layout of a school year, strengths based conversations for kids, the transition curve for new & departing students, as well as lessons to promote student Flourishing.

##### ***School-Based Teams: Using Solution Circles as a Creative Problem-Solving Tool***

Cheryl McKinnon  
Havergal College

Working collaboratively promotes our growth as professionals, supports us in our journey to being the best educators we can be, and has the greatest impact on student learning (Brownlie & Schnellert, 2009). In this workshop you will learn about a problem-solving model that provides a confidential, cohesive environment for communication and collaboration to support student learning. A "Solution Circle" is a creative problem-solving tool involving collaborative brainstorming that takes approximately 30 minutes to complete and allows you to walk away with a solid, solution-focused plan of action. It helps us get "unstuck" when we are experiencing a challenge. Come learn how to change long, challenge-focused meetings to solution-based action plans in just 30 minutes with this interactive workshop.



***Guidance Supports for Student Wellbeing: Individual strength based counselling sessions and learning strategist interventions***

Christine Vasilaros & Kim Johnson  
Appleby College

This workshop will highlight some of the ways our guidance department supports student wellbeing both within Guidance as well as through our Learning Strategy supports. One presenter will highlight the use of individual counselling sessions that focus on a strength-based approach that incorporates the PERMA-V model of flourishing. The second presenter will focus upon wellbeing supports for students who receive accommodations for learning needs, social/emotional or concussion.

***A Breath of Mindfulness at Upper Canada College***

Catherine Erb  
Upper Canada College

I have been delighted to have an opportunity over the past year to develop and implement several Mindfulness based programs for UCC students. In this workshop, I look forward to sharing with you a snapshot of these programs: from a research based study with a group of student athletes, to starting a Mindfulness Club, working with the Varsity Hockey Team, and guiding practices with students in our new PAQS (Peace And Quiet Space) room. It has been a joy to witness the positive reception that students express as they learn and benefit from Mindfulness practice over time.

***Teaching Self-Compassion to Students***

Amy Faba  
The York School

Self-compassion entails being warm and understanding towards oneself when we suffer, fail or feel inadequate. Self-compassion is a skill that can be cultivated. This workshop would explore what self-compassion is, how it supports well-being and what can be done in the classroom to help cultivate the skills of self-compassion for students and adults. The presentation would include sharing research on self-compassion, sharing activities to develop the skills of self-compassion and sharing resources such as picture books and school-based programs that help cultivate skills of self-compassion.

**Session #2**

***Flourishing in Action: One School's focus on Wellbeing***

Sue Easton  
Ridley College

Ridley College began its' journey to inspire flourishing lives; in 2013, with a focus on both employee wellness and student wellbeing. Come hear about our journey, and our plan for next steps, experience some of our favourite strategies, share your successes too!



### ***Health services in the school setting: Competing priorities and ethical issues***

Geoff Sorge & Avia Peacock  
Upper Canada College

This workshop will review the various acts by which health professionals are governed by in a school setting and the dilemmas it creates. A discussion of informed consent depending on the service being provided will be reviewed. The workshop will end with a discussion of various tricky scenarios and the acts that need to be considered when making decisions.

### ***Processes for Partnering with Teachers to Support Student Success***

Nicola Rieger  
St. Mildred's Lightbourn-School

By shifting the lens from advocacy to inquiry, the SMLS learning strategies team has fostered partnerships and built capacity while working together with subject/classroom teachers to support student success and achievement. This session will look at the role that the consistent use of transparent processes can have in fostering positive partnerships. Providing structure during high stakes, highly charged emotional conversations can help foster positive relationships and a sense of partnership with faculty. The session will look at essential elements of communication in the Return to Learn process and in the processes around student success team meetings.

### ***Student Engagement and Wellbeing through Houses and Advisory Groups***

Ashley Bailey  
TMS School

Our model for student Engagement is grounded in the Advisory groups. We will discuss faculty buy-in, Advisory models, involving the house system and incorporating wider student life into the Advisory system. This is a collaborative workshop - come with your Advisory and House models, issues, and ideas!

### ***A Time for Renewal***

Liat Benzacar & Frank Trentadue  
St. Michael's College School

Considering the wellness initiatives that have been implemented in our community since the tragic events of last November.

### ***#REALLYNOTsoftskills - Strengths, Gratitude, and Empathy Ideas***

Jen Vincent  
Montcrest School

In the Montcrest Middle School, we are working to build community culture and foster prosocial habits, such as gratitude, empathy, and awareness of others. This is taught through a combination of a strengths approach, mindfulness practices, and plain old conversation. We would love to share with our school-y friends a variety of activities that we have tried (and are still trying!) to help our students learn about being good to themselves and others, as citizens of our schools, families, and the larger world. This will be a hands-on workshop, and we will leave time for questions and sharing ideas.

### **Session # 3**

#### ***The Third Path: A Framework to Explain How and Why Relationship-based Learning Works***

Nancy Steinhauer & Ashley McLellan  
Mabin School

Schools where relationship-based learning occurs are often described using the metaphor of family. In these schools, relationships are fundamental to all learning. The Third Path is a framework that describes the essential components of relationship-based learning. Using The Mabin School and other examples, we will illustrate how The Third Path framework can help your school support the full development and wellbeing of its students, staff, and other stakeholders. In this workshop, we will introduce the framework, and help you think about how your school can better meet the needs of students and staff by intentionally addressing 8 key components.

#### ***Exploring Student Wellbeing: Collaborative Conversations***

Megan Clay, Laura D'Angelo & AnnMarie Zigrossi  
St. Clements' School

This is a session for those who are seeking a collaborative experience to explore student wellbeing at their school. There will be a high level overview of The LINCWell approach at St. Clement's School; specifically recent innovations that have been made and key questions that we are asking as we redefine our programs to meet evolving student needs. Participants will reflect on their current practices, get feedback, engage in breakout groups, and begin to identify possible next steps to continue these conversations. You will leave with an idea or a topic to consider further to help support students at your school.

#### ***Initiatives in Strengthening Relationships***

Alison Wong & Caitlin Dobie  
The Bishop Strachan School

When students feel positively connected to others, they can be their best selves and work hard to achieve their goals. To foster, strengthen, and repair relationships, we have started three initiatives for students, teachers, and parents. Inclusion Training for high school student leaders and teachers identifies concrete ways to create an inclusive environment. Afternoon Recess Club is a sandbox space for elementary students struggling with friendships, to practice and improve social skills. Validation for Parents teaches parents how to validate their child's feelings which builds trust between parent and child. This workshop will give a brief overview of these initiatives.

#### ***Yoga and Mindfulness in Schools***

Danielle Vallas  
Nichols School

Learn how to bring yoga and mindfulness to your classroom and your school. You will learn hands on tools to use as well as how and why yoga and mindfulness will help support your students' social and emotional lives.



### **Using Formative Assessment as a tool to increase student agency and promote student engagement and well-being**

Candace Harrison & Samantha Pena  
Crescent School

Candace Harrison and Samantha Pena will share their results from their ongoing Action Research Project: I CAN succeed! Fostering Confidence and Promoting Well-being in the Math Classroom. Learn about current research on using formative assessment to foster engagement, agency and well-being in the classroom. While their focus was in the mathematics classroom, strategies and tips apply to other subject areas. Take practical insights that are gleaned from these sessions to create resources for your own classroom.

### ***Meeting the Needs of All Learners through UDL***

Lisa Dumont  
Ridley College

Taking a look at the Core Concepts of UDL, how teachers can benefit from using it in their classrooms and exploring ways in which technology can support it.

## **Session #4**

### ***Leadership from the Inside Out: Steps to create a school-wide culture of resilience, compassion and insight***

Leanne Foster & Shauna Barnes  
Trafalgar Castle School

Over the last year Trafalgar Castle school has been working on our next Strategic Plan. At the heart of this plan is our mission: Challenge her mind, Strengthen her voice, Nurture her heart. Like many of you, we are asking ourselves how we can best prepare our students to have the resilience, kindness and insight to be successful in this ever changing and complex world. To support our mission and values we are creating tangible opportunities for both Students, Faculty and Staff to grow their competences in each area of our mission.

One way we have chosen to approach this whole school growth mindset work is through integrating experiential learning into the fabric of our school through the model of leadership coaching.

In partnership with Internationally certified Leadership Coach, Shauna Barnes, Trafalgar Castle has co-created a journey that explores the heart and character side of leadership.

### ***What is the measure of what you see?***

Maria Almiron  
Ridley College

A guided observational exercise that leads to structured professional judgements of student flourishing status. An indulging methodology that is possible in the rich environment of boarding where the perspective of the parent, the educator, the healthcare administrator and the social facilitator all rest in one ecosystem.



***The Power of Storytelling: How to Challenge Adolescent Students to Explore their Personal Identity Without Wifi***

Patricia Alviano  
Crescent School

Designed for educators to examine how to use story-telling as a tool and vehicle to challenge and promote self awareness with adolescent students. This interactive workshop will introduce you to narrative inquiry, allow you to deepen your listening skills and teach you how to use powerful questions to position the narrator toward their journey of self-discovery. To ease the integration of storytelling in the classroom, or to advisory groups, frameworks, templates and practical tools will be provided to all attendees.

***Singing Together: Wellness Research-in-Action***

Sarah Morrison & Sara Joy  
Appley College

There is a growing body of research linking group singing to wellbeing in youth and adults. We believe in the power of music as a vehicle for positive mental health. This interactive workshop will begin with a research discussion to contextualize our work (10 minutes). We will then move into an active workshop where participants will engage in vocal exploration and group singing sessions (30 minutes). The workshop will conclude with a visible thinking reflective process (10 minutes) followed by questions and dialogue. This workshop is intentionally designed to be highly interactive with a reflective element built in. Both presenters are music educators who also have a keen interest in student wellbeing and positive education. We are excited to share this work with our CIS colleagues.

***Social-Emotional Development in Children***

Samatha Yarde  
Bayview Glen

This is a workshop on Children's Social-Emotional Development with a focus on the brain science behind social-emotional development and self-regulation. This presentation will look at the areas of the brain that are responsible for emotions, regulating arousal states (flight, fight, freeze responses), thinking, reasoning and learning, and how teachers can support and better understand children's social-emotional development and self-regulation within the school context. This presentation looks at the difference between self-regulation and self-control and shares resources such as Dr. Stuart Shanker's Self-Reg, the Zones of Regulation and the MindUp Curriculum.