



cisOntario

CONNECTS UNCONFERENCE 2025

Rethink. Measure. Connect.

The Metrics of Belonging and Inclusion

cisOntario
CONNECTS
UNCONFERENCE

The Metrics of Belonging and Inclusion

“How might we effectively measure, assess and report on belonging, inclusion, and connection within our school communities?”

CONFERENCE SCHEDULE

8:00-8:30	Arrival & Check-In
8:30-9:15	Welcome & Keynote w/ Manny Kandola
9:15-9:30	Break & Room Set-up
9:30-11:30	Morning session
11:30-1:00	Lunch & Networking
1:00-3:00	Afternoon session
3:00-3:30	Closing Keynote & Exit Ticket (back here)

WELCOME

!#510053447



Justin Medved

Associate Head - Academic Innovation
The York School



Shauna Martini

Elementary Innovation, Integration and
Technology Specialist
Lauremont School

Let's set the table: UnConference Essential Agreements

- **Respect Air-Time:**

- Share your thoughts succinctly & create space for others to contribute.

- **Recognize Everyone's Expertise:**

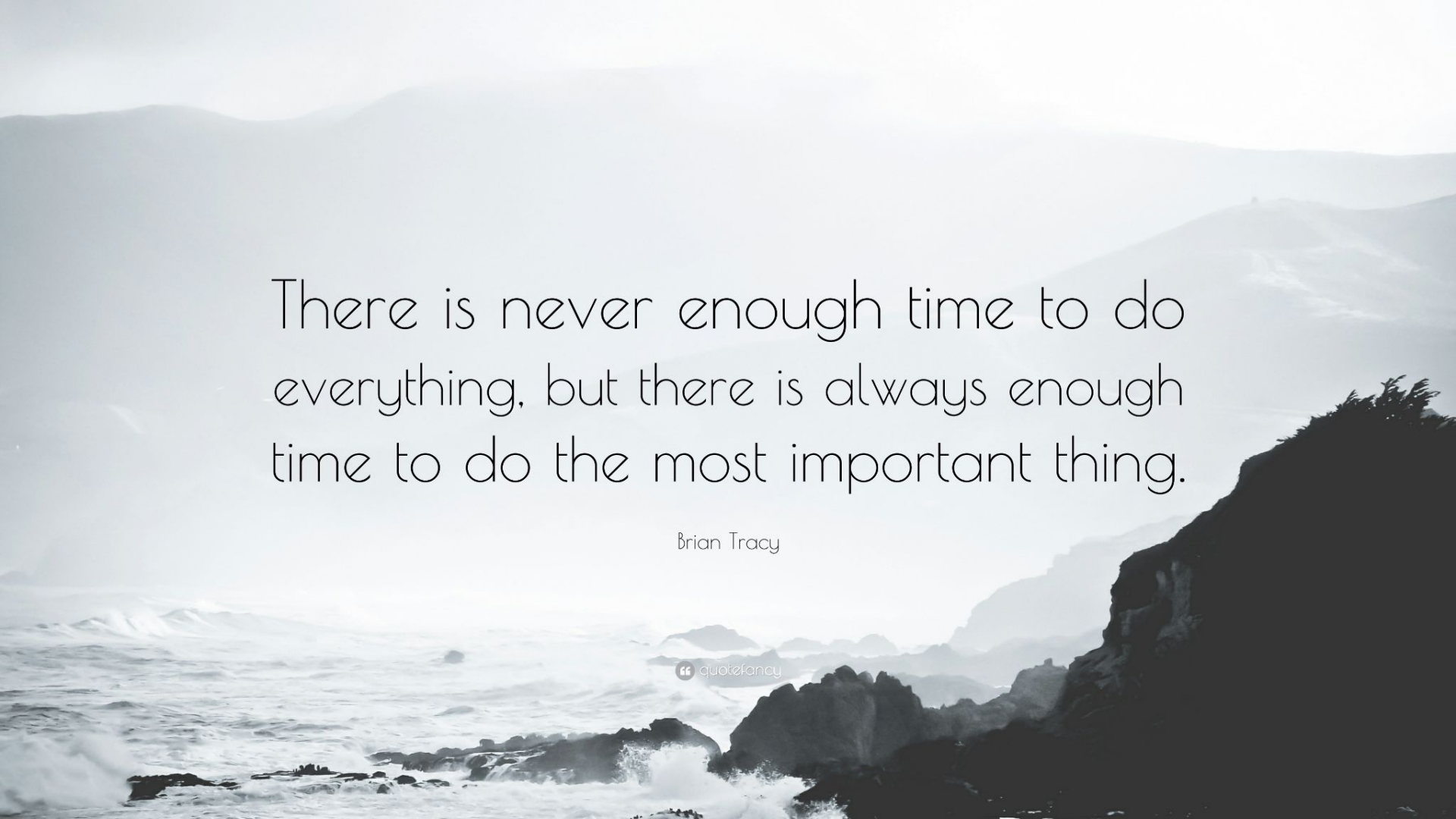
- Build on others' insights to foster collaboration.
- Offer support and encouragement to your colleagues.
- Engage in thoughtful, forward-thinking discussions.
- Listen actively and generously to every voice at the table.

- **Embrace Growth:**

- Approach conversations with curiosity and an open mind.
- Celebrate diverse perspectives from different schools and cultural contexts.

- **Network & Connect:**

- Use breaks and meals as opportunities to deepen connections & spark new ideas.



There is never enough time to do everything, but there is always enough time to do the most important thing.

Brian Tracy

“ quotezancy

Session Format (120 min)

Welcome	5 min	Facilitator & Expert introductions & Session overview
Learn	30 min	Session EXPERTS to share their experience / learning
Reflect & Share	30 min	Table sharing of expertise and prior knowledge
Deep Dive	20 min	Facilitated deep dive into a session sub questions.
Consolidate & Record	30 min	Participants consolidate & record learning in exit ticket activity
Gallery Walk	5 min	Conversations and connections during the coffee break.

Your Conference Workbook

This is the key to effective learning from today's session:

- Follows the flow of the session
- Provides you with prompts and space to ask questions, write ideas, and document your learning.

Use it, write on it, doodle, sketch note, whatever helps you learn the most from the the day.

The form is titled "Your Conference Workbook" and includes the following sections:

- Header:** "cis Ontario" logo, "Name: _____", and "Session Strand: _____".
- Table Information:** "Who is at my table? (Record Names - Schools - Email)" with a large text area.
- Guiding Questions:** "Session Guiding Questions:" with a large text area.
- Note-taking Areas:** Two large rounded rectangular boxes. The left box is labeled "Prepare & Inquire". The right box is labeled "Learn" and includes the instruction "Use this section to take notes during your session expert presentation".

Prepare & Learn

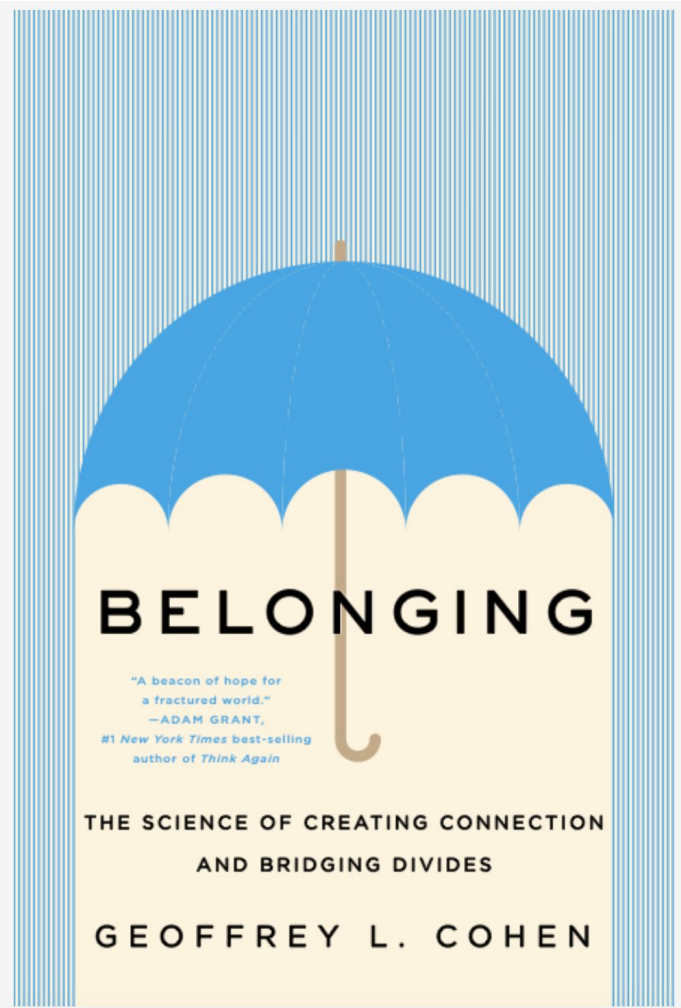
Prepare

- 5 min solo reflection and expertise inventory.
- What do you know already and what are you curious about?

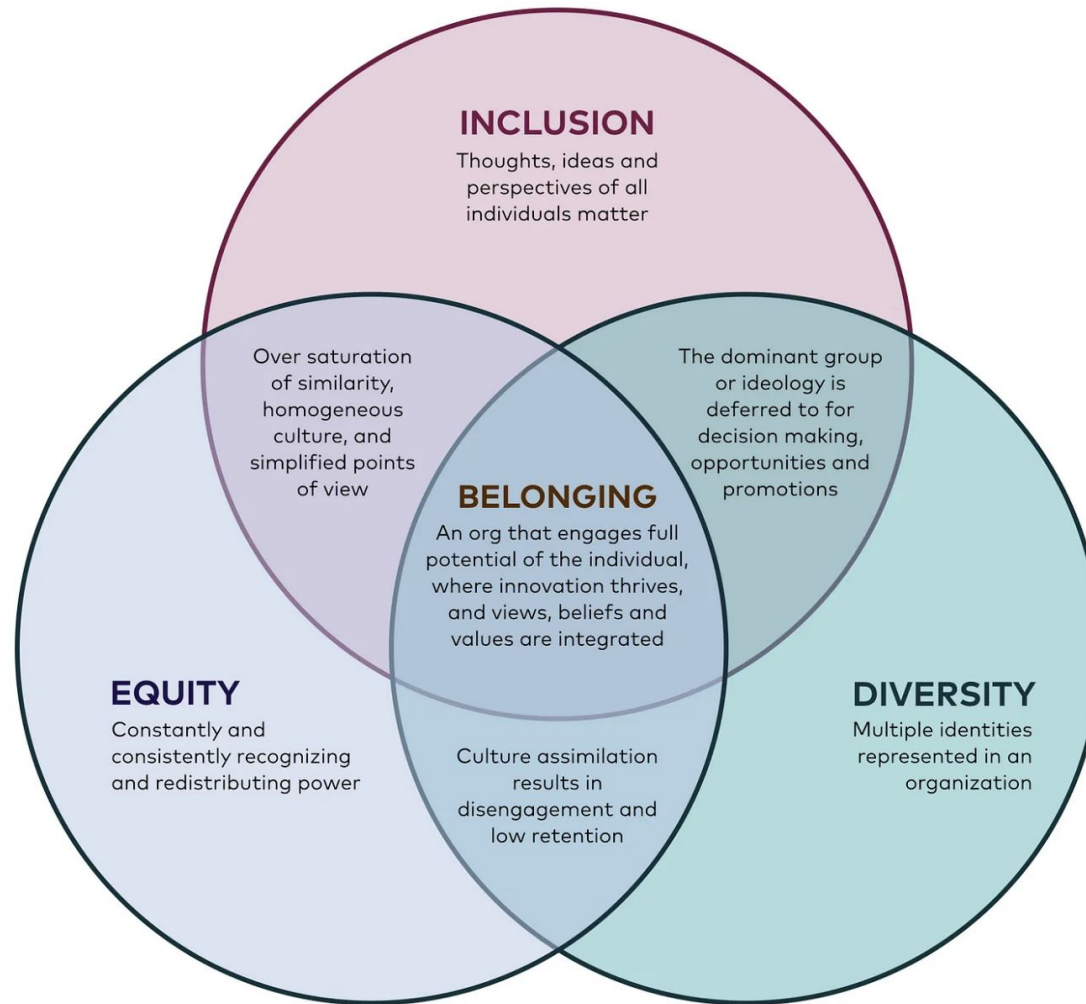
Learn

- 20 min presentation from your facilitators.
- Take notes.
- Write down questions and ideas.

 Name: _____ Session Strand: _____	
Who is at my table? (Record Names - Schools - Email)	
Session Guiding Questions:	
Prepare & Inquire	Learn <i>Use this section to take notes during your session expert presentation</i>



“When students feel a sense of belonging, they are not just attending school—they are thriving in it. Belonging is the invisible thread that connects engagement, achievement, and well-being.” - Geoffrey L. Cohen



HDYMI?

HOW DO YOU MEASURE IT?



Understanding Belonging, Inclusion and Connection

Connection

The relationships and networks that link individuals together.



Belonging

The sense of being accepted and valued within a group.

Inclusion

The practice of ensuring that diverse individuals are integrated into a community.

Prioritizing Strategies for Belonging and Inclusion

Identifying Gaps

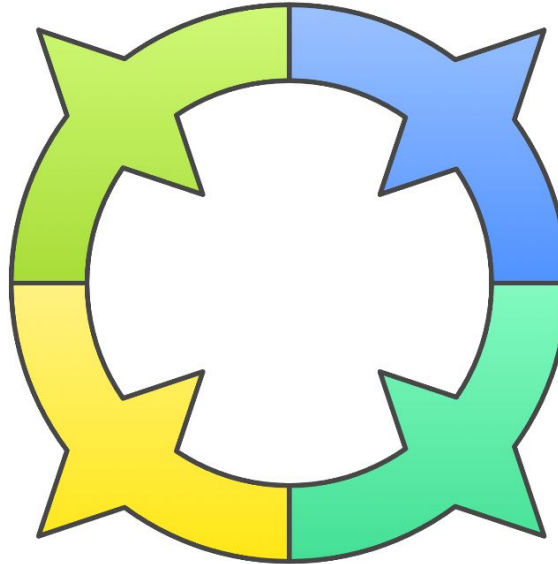
Identifying gaps effectively improves student outcomes but less so policy.

Low Impact on Policy

Informing Policy

Informing policy has minimal impact on student outcomes and policy.

High Impact on Student Outcomes



Low Impact on Student Outcomes

Enhancing Engagement

Enhancing engagement significantly boosts student outcomes and policy impact.

High Impact on Policy

Promoting Well-Being

Promoting well-being influences policy but has limited student outcome impact.



THE YORK SCHOOL Student Life & Belonging



MAKING
CARING
COMMON
PROJECT

Relationship Mapping Strategy

MENTAL HEALTH, RELATIONSHIP MAPPING, SOCIAL-EMOTIONAL LEARNING

<https://mcc.gse.harvard.edu/resources-for-educators/relationship-mapping-strategy>

There may be nothing more important in a child's life than a positive and stable relationship with a caring adult. For students, a positive connection to at least one school adult — whether a teacher, counselor, sports coach, or other school staff member — can have tremendous benefits that include reduced bullying, lower drop-out rates, and improved social-emotional capacities.

Relationship Mapping Strategy

MENTAL HEALTH, RELATIONSHIP MAPPING, SOCIAL-EMOTIONAL LEARNING

Have a strong connection

Have some connection

Difficult to connect with

Student has a strong social network

Student has some peer connections

Student seems disconnected from peers

✦ Summarize this table

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC
1			Link to Instructions																										
2	Grade:	9	Advisor	Student Name	Adult	Peers	Adult	Peers	Adult	Peers	Adult	Peers	Adult	Peers	Adult	Peers	Adult	Peers	Adult	Peers	Adult	Peers	Adult	Peers	Adult	Peers	Adult	Peers	Adult
6	Courses	User ID	Check the box once complete																										



Wellbeing & Academic Dashboard

CONFIDENTIAL

Student Profile (MS/SR)

Student
Wellness
Dashboard
FAQ

< 1 > [Google Slides](#)

Select School Year: 2024 - 2025

Grade Level (MS & SR): 6

Select Student:

(1)

No data

Advisor	Current HR	Current Tier	Student Has SLP	Last Update	YorkNet Profile
---------	------------	--------------	-----------------	-------------	-----------------

No data

Progress Snapshot

Number of teachers who expressed a concern



Date	Teacher	Comments
------	---------	----------

No data

Peer Relationships

No data

Teacher Relationships

No data

Mission-Driven, Data-Informed

Integrated Consulting, Custom Data Products, and Executive
Coaching Services that Enhance Leadership and Governance





LAUREMONT
SCHOOL

“Without data, you’re just another person with an opinion.”
- W. Edwards Deming



Data-Driven Decisions

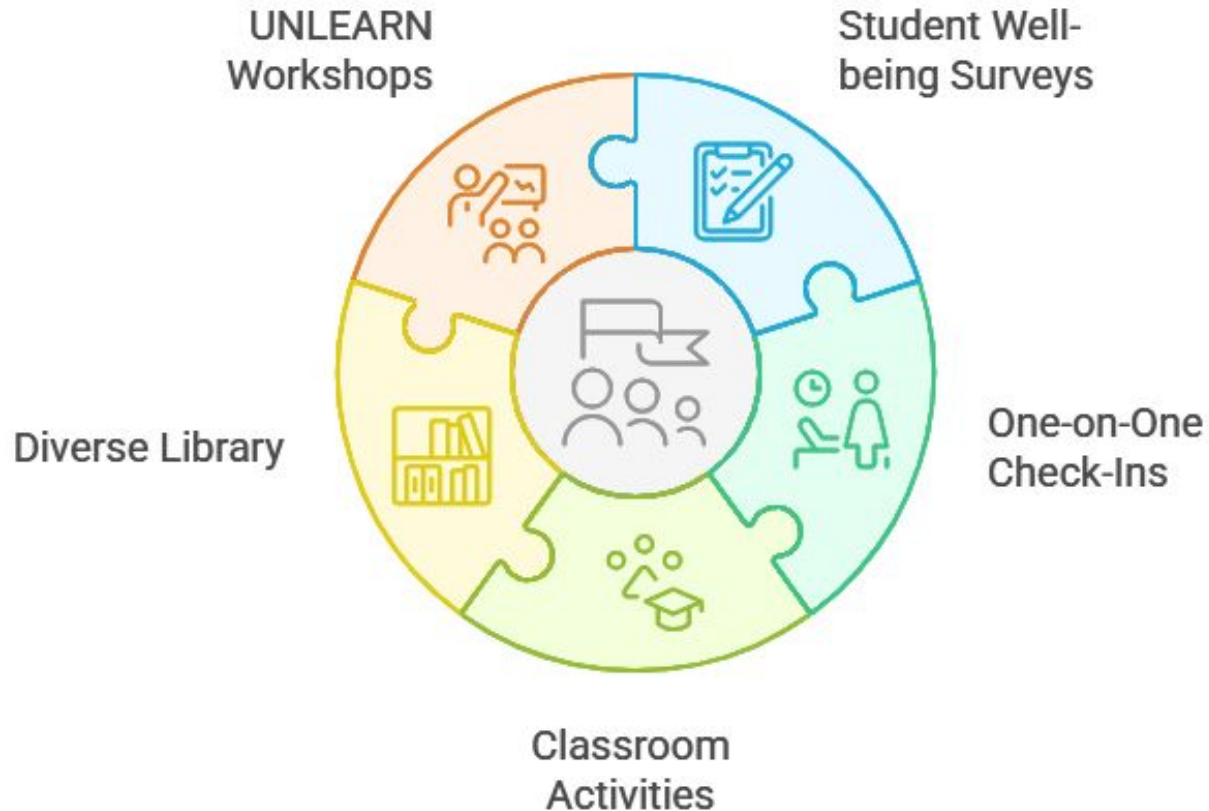
Ensures objectivity and accuracy

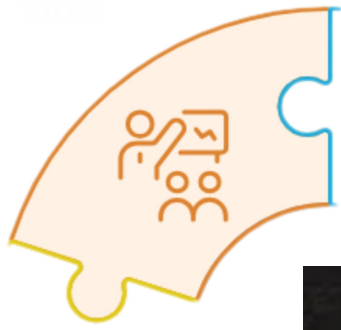


Opinion-Based Decisions

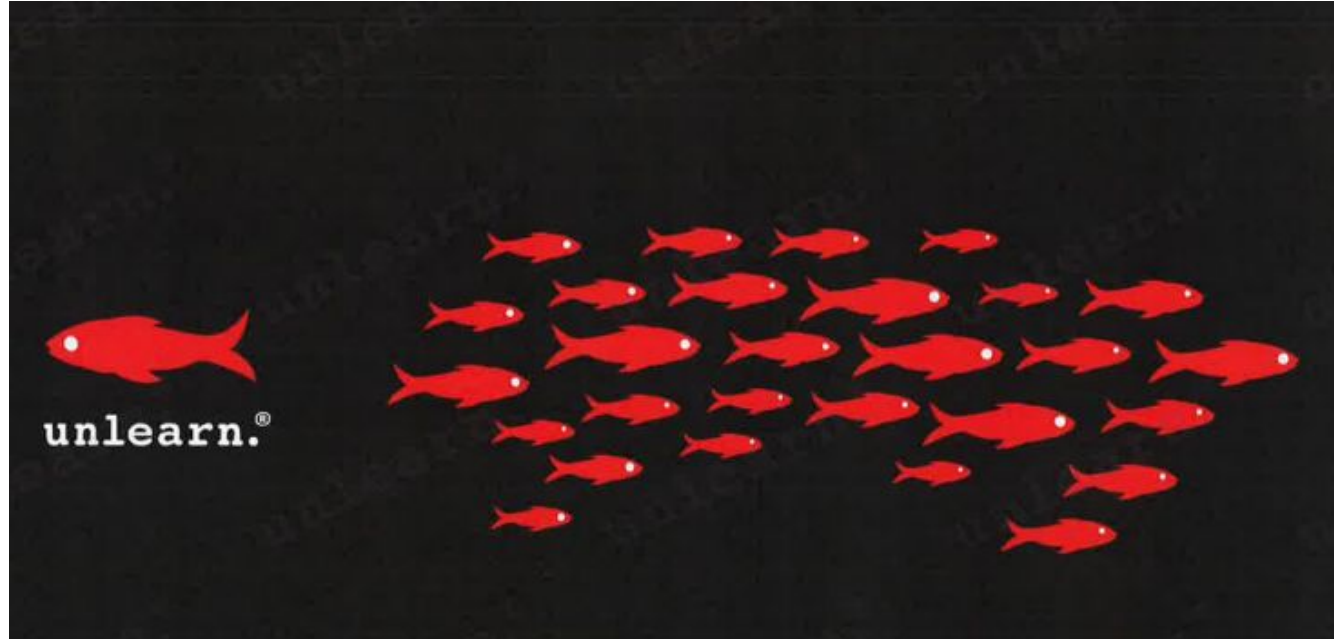
Relies on personal beliefs and biases

What Does It Look Like?





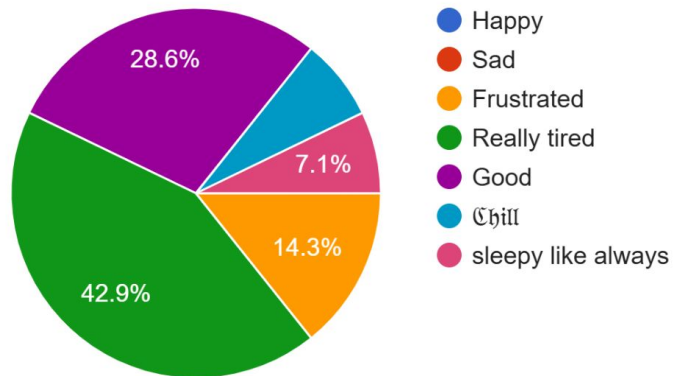
unlearn Workshops





Well-Being Surveys

This week I've been feeling...



What makes you happy? What makes you sad?

13 responses

Thinks that make me happy is a fun game. Something that makes me sad is loosing a friend.

Family makes me happy and no family makes me sad

Finishing my work in time makes me happy but getting homework makes me sad.

I have friends this is make me happy, I lost my best friends that make me sad.

One thing that makes me happy is my iPad and one thing that makes me sad is my coding homework because it is very hard.

I am happy when I play lots of fun games with friends. What makes me sad is not having anyone to play with.

Being able to pick my own books make me happy and having limited time on the bean bags makes me sad.

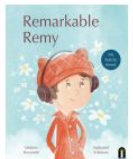
My iPad makes me happy. And my scratches make me sad because they REALLY hurt



Diverse Library

Picture Books

Autism

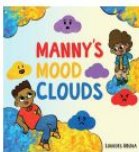


Down Syndrome

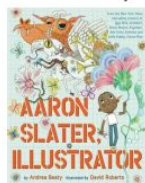
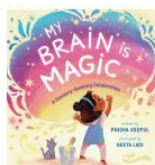


Neurodivergent reading list

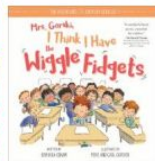
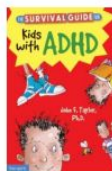
Mood disorders



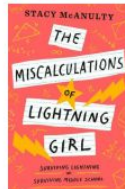
Sensory Processing



Dyslexia



Chapter Books



Created by Mrs. Brinksbank

The Inquiry Learning Cycle





Classroom Activities

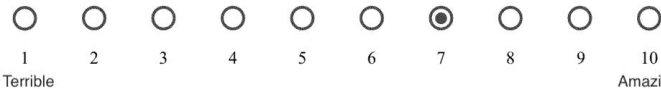


Find someone who...

B	I	N	G	O
Has traveled to more than 3 countries	Has a pet with a unique name	Is an avid bird watcher or wildlife enthusiast	Has an unusual collection, like rare stamps or vintage toys	Is a master at puzzles and brain teasers
Can speak a second language fluently	Practices yoga or meditation regularly	Knows how to knit, crochet, or do some other craft	Can recite a poem from memory	Owns a business or has a side hustle
Loves to cook and can make a dish from another culture	Can tell a joke that makes everyone laugh	Has met a celebrity in person	Has a hidden talent most people don't know about	Can play chess and knows strategies
Has run a marathon or completed a similar endurance event	Enjoys gardening and has a green thumb	Can juggle or perform a magic trick	Enjoys stargazing and knows constellations	Has participated in a flash mob or public performance



How would you rate your day?





Havergal

COLLEGE

Wellbeing



Strength & Growth

Compassion

Awareness

Values-Alignment

Me Care for Self

I am responsible for my own wellbeing.

You Care for Others

I impact the wellbeing of others.

Us Care for Community

We have a collective responsibility to promote wellbeing.

Results From The High Achieving Schools Survey:
2021-2022



<https://www.authconn.com/>



<https://challengesuccess.org/>

Inclusive Excellence

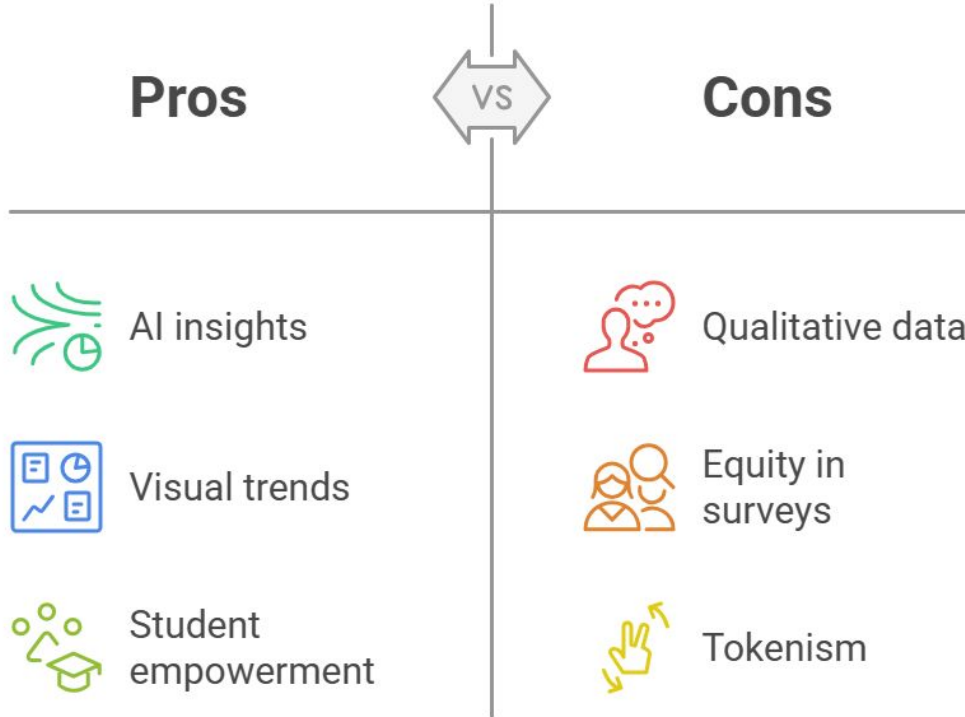


2. CULTURE

- a) Organizational Support
- b) Work-life Balance
- c) Systems of Belonging

Opportunities and Next Steps

Measuring and fostering belonging and inclusion



What indicators of belonging can we start measuring today that would make an immediate impact?

Research & Resources to explore and follow-up with:

The Psychological Sense of School Membership (PSSM) Scale

Psychological Sense of School Membership Scale

Circle the answer for each statement that is most true for you.

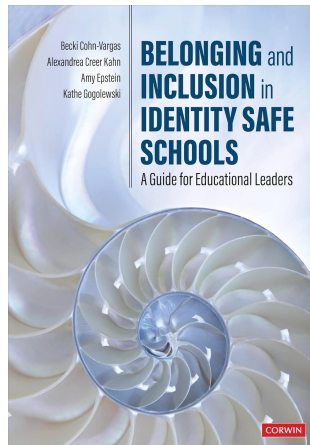
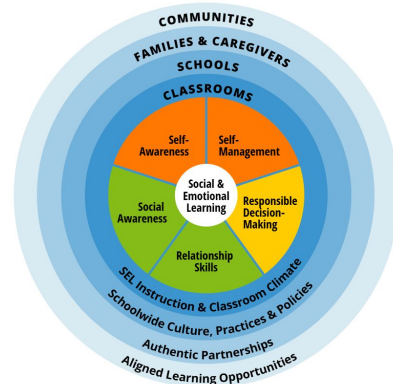
1) I feel like a part of my school.	Not at all true 1	2	3	4	Completely true 5
2) People at my school notice when I am good at something.	Not at all true 1	2	3	4	Completely true 5
3) It is hard for people like me to be accepted at my school.	Not at all true 1	2	3	4	Completely true 5
4) Other students in my school take my opinions seriously.	Not at all true 1	2	3	4	Completely true 5

Panorama Education Belonging Survey Template

Grades 3-5

Question		Response Options				
During the past week, how often did you feel _____ ?						
mad	Almost never	Once in a while	Sometimes	Frequently	Almost always	
lonely	Almost never	Once in a while	Sometimes	Frequently	Almost always	
sad	Almost never	Once in a while	Sometimes	Frequently	Almost always	
worried	Almost never	Once in a while	Sometimes	Frequently	Almost always	

The Social-Emotional Learning (SEL) Framework - CASEL



"A groundbreaking investigation into diversity and equality in the workplace."

Kathryn Jacob, Sue Unerman
and Mark Edwards



The Key to Transforming and Maintaining
Diversity, Inclusion and Equality at Work

BLOOMSBURY



**The system of record for documentation,
insight and community engagement.**



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➔ Book a Demo

The Market Leading Safeguarding, Pastoral and Wellbeing Solution

Innovative software that revolutionises how schools approach
the critical job of ensuring the wellbeing of pupils and staff.

➔ Book a Demo

➔ Order Now



Reflect & Share (35 min)

Reflect on all of the three questions

- 6 min (solo)

Share Your answers back to the group

- 24 min (group share)
- 8 min each question

CIS Ontario CONNECTS UNCONFERENCE		
Reflect & Share		
Imagine: What might _____ look and feel like when it is implemented & functioning at its best?	Resources: Where can I look for answers, ideas and best practices to inform my own learning? (Books, Stiles, People, Podcasts etc.)	Tip & Tricks: What are some important steps to consider when planning & implementing? What have you already tried so far? What have you learned in the process?

Deep Dive (20 min)

Follow the flow of the
workbook

Solo - Group - Solo - Group

Transfer your answers to the
Impact report at the end

Deep Dive

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ON Your Own	STEP ONE: Come up with either an answer, question or wondering about the question. Write it down	Notes:
GROUP	STEP TWO: Share your response with everyone in your group. Read aloud	Person A: Responds Person B: Responds Person C: Responds
ON Your Own	STEP THREE: Listen to the other in your group as they talk about your response. Take notes here:	Notes:
GROUP	STEP FOUR: Comment on what you heard and any changes you would make to your initial response	 Record response articulated on the Large-Format response

Protocol inspired by: - <https://lead.mcg.org/knowledgebase/save-the-last-word-for-me-protocol/>

The Metrics of Belonging and Inclusion

“How might we effectively measure, assess and report on belonging, inclusion, and connection within our school communities?”

Deep Dive

ON Your Own

STEP ONE: Come up with either an answer, question or wondering about the question. Write it down

Notes:

GROUP

STEP TWO: Share your response with everyone in your group. Read aloud

Person A: Responds

Person B: Responds

Person C: Responds

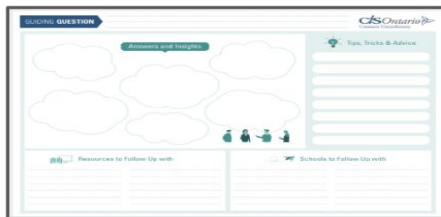
ON Your Own

STEP THREE: Listen to the other in your group as they talk about your response. Take notes here:

Notes:

GROUP

STEP FOUR: Comment on what you heard and any changes you would make to your initial response

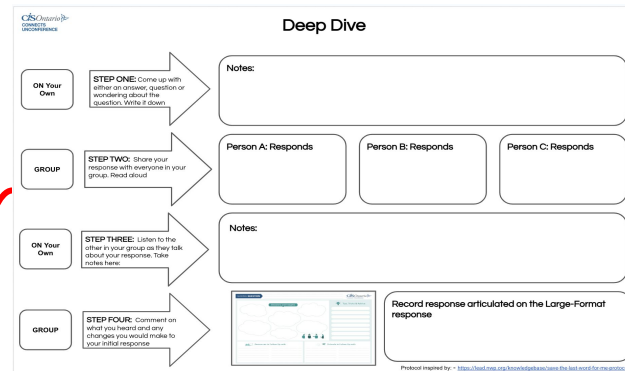


Record response articulated on the Large-Format response

EXIT TICKET: Inform the Impact Report

Inform the Impact report:

- 20 mins group synthesis to capture and transfer as much knowledge as possible to contribute to the post-conference impact report.



Deep Dive

ON Your Own **STEP ONE:** Come up with either an answer, question or wondering about the question. Write it down.

Notes:

GROUP **STEP TWO:** Share your response with everyone in your group. Read aloud.

Person A: Responses **Person B: Responses** **Person C: Responses**

ON Your Own **STEP THREE:** Listen to the other in your group as they talk about your response. Take notes here.

Notes:

GROUP **STEP FOUR:** Comment on what you heard and any changes you would make to your initial response.

Record response articulated on the Large-Format response

Protocol inspired by: <https://drii.org/brainstorming/brainstorming-the-best-way-for-impact/>



GUIDING QUESTION

Answers and Insights

Tips, Tricks & Advice

Resources to Follow Up with

Schools to Follow Up with

GUIDING QUESTION

Answers and Insights



Tips, Tricks & Advice



Resources to Follow Up with



Schools to Follow Up with

Gallery Walk

