

PROMOTING A POSITIVE SCHOOL CLIMATE:

Worksheet for Discussion and Planning

Guidelines for Use

- Principals can use this resource as a starting point for dialogue about fostering and maintaining a positive school climate to support student achievement and well-being.
- Safe and accepting schools teams can use this resource to identify any gaps that need to be addressed and to help plan activities for the school year.
- Remember that everyone has a role to play in creating safe, inclusive and accepting schools. Success requires an ongoing, comprehensive and collaborative whole school approach.

Questions about elements that contribute to a positive school climate	What do we do at our school to address this point?	What else do we need to do?
<p>Student Voice</p> <ul style="list-style-type: none"> • How do we engage students in conversations about their own learning and their learning environment? How do we incorporate their ideas in school improvement planning? • What kinds of opportunities are available for students to take on leadership roles in their schools and communities (e.g., leadership camps, opportunities to organize school events and clubs, SpeakUp initiatives)? • What kinds of opportunities are available for students to model positive behaviours and positive peer relationships? • How do we support students in helping others and contributing to their school and society? • How do we use data from students' responses on the school climate survey to identify areas for improvement in supporting a positive school climate? • What kinds of strategies do we use to reach out to all students? Do those strategies enable us to hear the voices of all students? • How do our schools enable students to safely report incidents of discrimination, harassment, and bullying? 		
<p>Parent Engagement</p> <ul style="list-style-type: none"> • What do we do to make parents feel welcome and valued in our school? • Are parents given a variety of opportunities to participate in their children's learning and in the life of the school? • What kinds of tools and resources are available to support parents' involvement in their children's learning at home and at school? • In what ways do we encourage parents to share their ideas and concerns about helping to support student achievement and well-being? 		



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<p>Parent Engagement <i>(continued)</i></p> <ul style="list-style-type: none"> • In what ways do we respond to parents' input? Do we have effective feedback mechanisms in place? • What efforts do we make to ensure that the diverse communities represented in the school are also represented on our school committees? • What strategies do we use to identify barriers that may be keeping parents from getting involved in the school and in their children's learning? How do we address those barriers? • How do we use data from parents' responses on the school climate survey to identify areas for improvement in supporting a positive school climate? • What processes are in place to facilitate ongoing communication among parents, teachers and staff members? • How do we support new students and families as they become part of the school community? • How do we involve family and community members in the school (e.g., by inviting them to share their cultures, stories and diverse life experiences)? • How do we share information with parents about the school's expectations with respect to student behaviour and school safety? • How do we work with parents so that we can develop and support high expectations for their children together? 		
<p>Community Partnerships</p> <ul style="list-style-type: none"> • How visible and welcoming is our school to members of the community? • Do we invite community partners into the school to share their knowledge and expertise? • How do we know whether our community partnerships are effective in supporting student achievement and well-being? • How can we broaden our community partnerships to better reflect the diverse communities in our school? 		

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<p>Learning Environment</p> <ul style="list-style-type: none"> • Do we promote a culture of high expectations for learning for <i>all</i> students in our school? What do we do to nurture and sustain this culture? In what ways do we support and inspire all our students to succeed? • How do we help ensure that students see themselves and their experiences reflected in <i>what</i> they are learning, in their learning materials, and in their school and classroom environments? • To what extent are students and staff given authentic and relevant opportunities to learn about diverse histories, cultures and perspectives? • How do we convey the importance of positive character attributes? How is this idea incorporated into instruction and assessment on an ongoing basis? • Do students, staff members and parents feel a sense of belonging and connectedness to the school and to the various communities represented in it? • What do we do to identify and address barriers to student learning? • How do we identify and address discriminatory biases and systemic barriers? 		
<p>Social-Emotional Environment</p> <ul style="list-style-type: none"> • How do we make students, parents, school staff and members of the diverse communities in the school feel safe, welcome and valued? • What do we do to promote an appreciation of diversity and a culture of mutual respect? • How do we promote an understanding of healthy relationships? What do we do to encourage the development of healthy relationships among staff, students and parents? • What do we do to create an environment in which students feel comfortable asking for help? 		

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<p>Social-Emotional Environment <i>(continued)</i></p> <ul style="list-style-type: none"> • To what extent do we all model positive, inclusive and respectful behaviour? • Do we have procedures in place for safely reporting serious incidents such as bullying? 		
<p>Physical Environment</p> <ul style="list-style-type: none"> • What do we do to help ensure a welcoming and safe physical environment in our school? • Does the physical environment of our school (e.g., wall displays, posters) reflect the diversity of our student population and our local community? • What processes are in place for students to safely report problems they see in their surroundings, such as broken windows or graffiti? • In what ways do we encourage students and staff to take responsibility for the physical environment of the school? 		