



Ends Policy 2 Goal 2.1

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Ends Policy 2

Ends 2: Demonstrate continuous improvement by increasing engagement through innovative teaching and assessment practices, promoting mental fitness through social-emotional learning.

Goal 2.1: Explicitly embed best practices related to resiliency and social emotional learning with all ASD-S staff and students.

Strategy 2.1.1: Empower managerial and educational leaders to promote mental fitness with their staff.

Desired Outcome 2.1.1a: ASD-S School Admin Teams will have the knowledge to promote mental fitness with their staff.

Outcome Measure: 2.1.1a1: 100% of Administrators will have awareness of how to promote mental fitness with their staff.

STATUS: In Progress

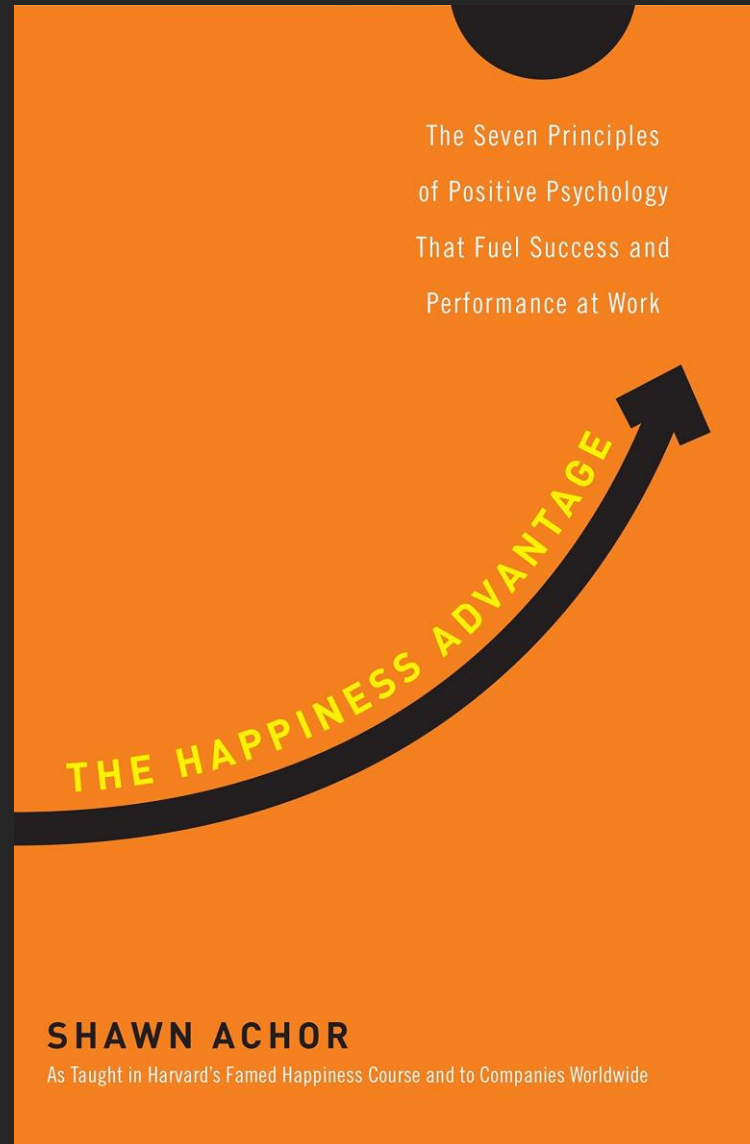
Initiative #1:

The Happiness Advantage

- School administrators will receive an in-service on applying positive psychology to management practices.
- A workshop has been developed and will take place in April.
- District Management has already completed the book study.
- Books will be available for school admin teams to complete a book study.

The Happiness Advantage

The Seven Principles of
Positive Psychology that Fuel
Success and Performance at
Work



THE HAPPINESS ADVANTAGE

How a Positive Brain
Fuels Success
in Work and Life

The International Bestseller That Has Changed Millions of Lives

SHAWN ACHOR

New York Times Bestselling Author

7 Principles

1. The Happiness Advantage
2. The Fulcrum and the Lever
3. The Tetris Effect
4. Falling Up
5. The Zorro Circle
6. The 20-Second Rule
7. Social Investment

Initiative #2: Ongoing Consultation with Experts

KEVIN CAMERON



DR DANIEL CHORNEY



Initiative #2: Ongoing Consultation with Experts

School and district administrators have had ongoing opportunities to consult with experts and receive training in mental health, especially as related to the pandemic.

- June 15: Kevin Cameron—school and district administrators
- August 25: Kevin Cameron—school and district administrators
- August 27: Dan Chorney—school and district administrators
- October 20: Kevin Cameron with management
- November 5 & 6: Kevin Cameron—administrators from five large high schools for Traumatic Events Systems training
- November 18: Kevin Cameron—all superintendents and directors throughout NB
- February 3: Kevin Cameron—school and district administrators

Initiative #3: Positive Workplace Framework

- The Positive Workplace Framework was developed by UNB professors Dr William Morrison and Dr Patricia Peterson.
- The Positive Workplace Framework allows school administrators to become trained facilitators. They then measure the degree to which positive workplace practices are taking place in their schools and develop an action plan to increase those practices based on framework resources.
- School administrators have received this information and by April we will be able to offer facilitator training for those wanting to participate.

Initiative #4: ASD-S Physical Activity Challenge

- Physical activity is an important component of maintaining good mental health and resilience.
- The ASD-S Physical Activity Challenge ran from January 10th to February 13th.
- 655 ASD-S employees participated, with 381 completing the final survey.

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Goal 2.1: Explicitly embed best practices related to resiliency and social emotional learning with all ASD-S staff and students.

Strategy 2.1.2: Support Teachers to be intentional in embedding positive education in their instructional decisions to promote social emotional learning.

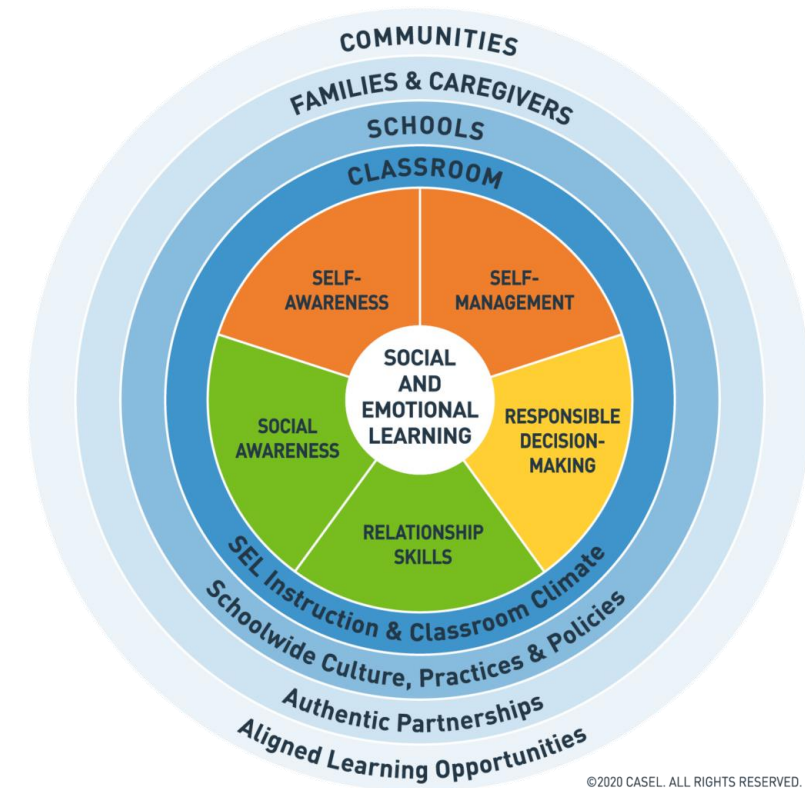
Desired Outcome 2.1.2a: Support teachers to be intentional in embedding positive education in their instructional decisions to promote social emotional learning.

Outcome Measure: 2.1.2a1: 100% of the District Educational Staff will have the capacity to embed positive education to promote social emotional learning in their practices.

STATUS: In Progress

Initiative #1: ESS Staff Support Curriculum Staff

- Education Support Services staff have been supporting curriculum coordinators and coaches to learn more about Social & Emotional Learning (SEL) to support their work with schools and teachers.
- Focus has been on the CASEL approach (Collaborative for Academic, Social, and Emotional Learning) which approaches SEL in the categories of Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making
- Focus is also on the Positive Education approach, which promotes embedding the skills of wellbeing (SEL) with the skills of achievement (traditional curriculum).



Initiative #2: Training from Experts

All K-5 school counsellors and 6-12 school counsellors spend a morning on training for anxiety, mental health during COVID, and school avoidance with Dr Dan Chorney on November 5 (K-5) and November 19 (6-12)

Initiative #3

Supporting School-Based SEL Projects

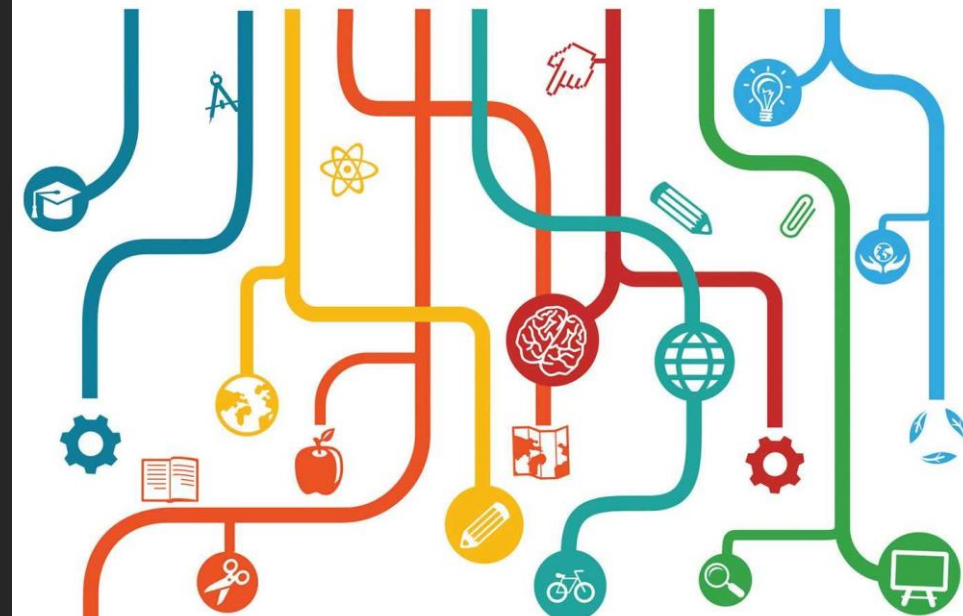
Schools are continuing their SEL programs which were in place pre-COVID.

An example of the ongoing initiatives is the 4th R program. This is ongoing in 16 schools and teaches adolescents healthy relationship skills.

Of the 40 schools involved in the EEC School Improvement Framework project, 18 have new SEL initiatives.

An example is the Loch Lomond School staff, who are doing a book study on Growth Mindset. Growth Mindset is the belief in your ability to learn new skills.

THE GROWTH MINDSET



COACH

A Teacher's Month-by-Month Handbook
for Empowering Students to Achieve

Annie Brock and Heather Hundley

Questions?
