PEACEFUL SCHOOLS

CREATING COMPASSIONATE LEARNING COMMUNITIES

INSTRUCTIONAL SERVICES
Inspiring Quality Learning
Nurturing the Gifts of Diverse Learners
LEARNING SUPPORT SERVICES

Based on our work with Complex Trauma Resources and Angela Murphy, we strive to create PEACEFUL Schools and compassionate learning communities where students feel safe, develop a sense of belonging, and reach their full potential.

PREDICTABLE ROUTINES
Creating structures and routines for students

EMOTIONAL LITERACY
Teaching students about their emotions and how to navigate them

ATTUNED RELATIONSHIPS
Creating meaningful relationships and connection with students

CALMING ACTIVITIES
Helping students to develop their tool kits for self-regulation/co-regulation

EMPOWERMENT
Creating opportunities for student voice in their own circumstances and learning

PEACEFUL SCHOOLS CONNECTED:

LANGLEY SCHOOLS
FRAMEWORK FOR TEACHING & LEARNING

This Framework provides common language around high-quality teaching and learning to promote professional learning conversations amongst educators and to support teachers in their own professional growth as we strive to ensure all learners in Langley reach their full potential.

This research-based framework has been created through the lens of both the First Peoples Principles of Learning and the Langley School District Vision.

UNIVERSAL TEACHING STRATEGIES
Building Trusting Relationships and Providing Effective Learning, Management and Classroom Instruction

Shifting understanding to feelings of:

warmth • trust • belonging • inclusion • talent • discovery • empowerment • optimism • independence • generosity • kindness • forgiveness • hope • understanding • defusing • rephrasing • collaborating • supporting strengths • respect • working with • trying differently • providing new options • changing environments • recognizing learning differences • prevention

PREDICTABLE ROUTINES

SET STUDENTS UP FOR SUCCESS

ENVIRONMENT

- Set up a welcoming & calming classroom
- Display visual "Shape of the Day" or schedule so students understand what to expect throughout the day
- Use a variety of lighting -- dim and bright lighting, natural lighting when possible
- Create a calming/ cozy corner
- Ensure shelving is organized (or covered) and adequate for storage needs
- Keep the classroom structured with clearly defined areas
- Display books so covers are visible
- Try to have a specific place for things
- Make sure supplies are easy to access, retrieve, and store
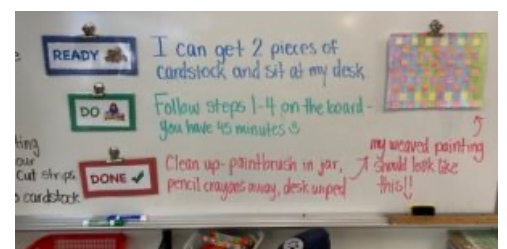- Keep decor to a minimum

ROUTINES & EXPECTATIONS

- Reinforce/Review expectations at the end of class/day to front load the next class/day
- Provide students with feedback throughout the day
- Keep routines & structures reasonable & age-appropriate
- Daily Check-ins

- Establish easy-to-follow expectations together in student-friendly language; post these expectations; review daily; be consistent
- Identify clearly which stations/centers are open
- Describe what activities can take place at each center/station and the expectations
- Provide step-by-step procedures & instructions to break down skill sets.
- Have designated line-up and carpet spots
- Have a volume meter
- Explicitly teach students what to do during transitions
- Be consistent with expectations for transitions

SELF-REGULATION

- Schedule whole class and individual movement breaks - walk and talk, act out a scene, class jobs, helping with an errand. Have a calming activity after a movement break.
- Teach executive functional skills - Ready, Do, Done.
- Have a morning check-in/ self-regulation time for students to practice what helps them regulate
- Have. a cozy/ calm corner with self-regulation tools available.
- Have conversations with students about what their plan for successful play will be for outside

**PREDICTABLE ROUTINES • EMOTIONAL LITERACY • ATTUNED RELATIONSHIPS • CALMING ACTIVITIES • EMPOWERMENT
GUIDED BY THE PEACEFUL SCHOOLS STRATEGIES FROM COMPLEX TRAUMA RESOURCES**

EMOTIONAL LITERACY

TEACH STUDENTS HOW TO RECOGNIZE & REGULATE EMOTIONS

ENVIRONMENT

- Use STOP/ GO - SIGN – explicitly teach
- Build an inclusive classroom community through dialogue and interactions that reflect acceptance, innovation, and passion for learning
- Follow the school-wide behaviour expectations that are evident and modelled for all students

TEACHING AND LEARNING

- Give reminders, prompts and redirection privately, avoid public redirection or consequence
- Explicitly model expected behaviours
- Respectfully redirect or remind students of expected behaviours Explicitly teach students to monitor their own behaviour and how to regulate
- Co-regulate with students
- Use direct teaching, model, and practice self-regulation with students
- Ready, Set, Regulate; Alert: How does your engine run? interoception, five-point scale, Calming Corner

- Stagger entry and leaving during transitions and breaks that do not "other" students
- Example: "If you're wearing blue today, go line up."
- Teach that mistakes are a normal part of the process
- Explicitly teach students to monitor their own behaviour and how to regulate
- Explore a variety of self-regulation/ sensory tools to help students find the tools that work best for them
- Daily check-in's and check-out's to support discussing feelings and tools that can help

RESTORATIVE LANGUAGE

- Make use of restorative actions (teach how these work)
- Examples: Peace Circles, classroom meetings, time in (opportunities for student to build positive rapport and repair relationships)

ATTUNED RELATIONSHIPS

KNOW YOUR STUDENTS AND BUILD CONNECTION

CONNECTION

- Understand the needs of student – read student files, IEPS, connect with families
- Get to know your students' families
- Greet students by name when they enter class
- 2x10 – 2 minutes a day for 10 days to connect with a student – student topic of choice
- Use the 2x10 for peer connections
- Engage with students in play activities – model games and play alongside students

BUILDING COMMUNITY

- Use common and concrete terms and language for problem solving and social skills
- Use a calm tone and be brief with words
- Advocate on the student's behalf
- Keep body language neutral and let student know you are available to help
- Allow for cooperative learning and problem solving
- Use preferential seating to accommodate student needs
- Scaffold the use of alternative seating
- Provide options for work completion – quantity, mode, space
- Use class meetings to build community

- Reteach as needed for students to deepen understanding
- Engage in conversations with students in small groups, 1:1 and as a class
- Use positive reinforcement with students that is specific
- Example: "I really like how you shared the toys with your friend."
- Ignore some behaviours – be selective (pick your battles)
- Remain Calm, use a calm and quiet voice
- Identify student antecedents for proactive planning

LEARNING OPPORTUNITIES

- Explicitly teach how to make and keep friends and other social skills
- We Thinkers
- PEERS Social Thinking UCLA
- Problem Solving Wheel/ Kelso's Choice / Second Step
- Peer Supported Play Kits Provide time to EXPLICITLY teach, model, and practice smooth routines
- Use Social stories to preload for students who may find transitions more challenging PRIOR to whole class practicing
- Role Play how to handle social situations and read emotions and how to response appropriately

CALMING ACTIVITIES

TEACH STUDENTS TO SELF-REGULATE

ENVIRONMENT

- Use neutral colours for room décor
- Avoid wall clutter and bold colours
- Provide preferential seating and/or alternative seating
- Provide options for group and independent work
- Remember behaviour influences behaviour
- Provide space to calm down and reset
- Provide alternate environment for calm down time – walking, hallway, quiet space
- Provide adequate lighting for activities

ROUTINES & EXPECTATIONS

- Establish easy-to-follow expectations together in student-friendly language; post these expectations; review daily; be consistent
- Identify clearly which stations/centers are open
- Describe what activities can take place at each center/station
- Provide step-by-step procedures & instructions to break down skill sets.
- Reinforce/Review expectations at the end of class/day to front load the next class/day
- Provide students with feedback throughout the day
- Keep routines & structures reasonable & age-appropriate
- Explicitly teach students what to do during transitions
- Be consistent with expectations for transitions

STRATEGIES

- Help students create tool kits of items or strategies that work for them
- Help students identify situations that may be challenging and come up with ways to navigate those situations BEFORE they arise

EMPOWERMENT

GIVE STUDENTS VOICE AND CHOICE

ENVIRONMENT

- Set up a welcoming & calming classroom
- Use a variety of lighting -- dim and bright lighting
- Create a calming corner
- Ensure shelving is organized and adequate for storage needs
- Display books so covers are visible
- Make sure supplies are easy to access, retrieve, and store
- Keep decor to a minimum
- Provide options for seating and the opportunity to make a change during the block/day

ROUTINES & EXPECTATIONS

- Establish easy-to-follow expectations together in student-friendly language; post these expectations; review daily; be consistent
- Identify clearly which stations/centers are open, provide choice for students and options for students
- Describe what activities can take place at each center/station
- Provide step-by-step procedures & instructions to break down skill sets. Ensure that there is access for all students
- Review expectations at the end of class/day to front load the next class/day - include student voice in the development of expectations
- Keep routines & structures reasonable & age-appropriate and provide choice
- Explicitly teach students what to do during transitions and provide options for student engagement

STUDENT VOICE

- Provide students with choices in how they share their learning
- Provide opportunities for students to lead activities or be helpers (with their peers or younger students)
- Invite student input into some classroom activities (order of events, timing, participation levels
- Co-create classroom norms or expectations with students to ensure student voice
- Allow students opportunities for self-reflection and goal setting

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