

Discussion Kit

Stressed at School

Le stress à l'école

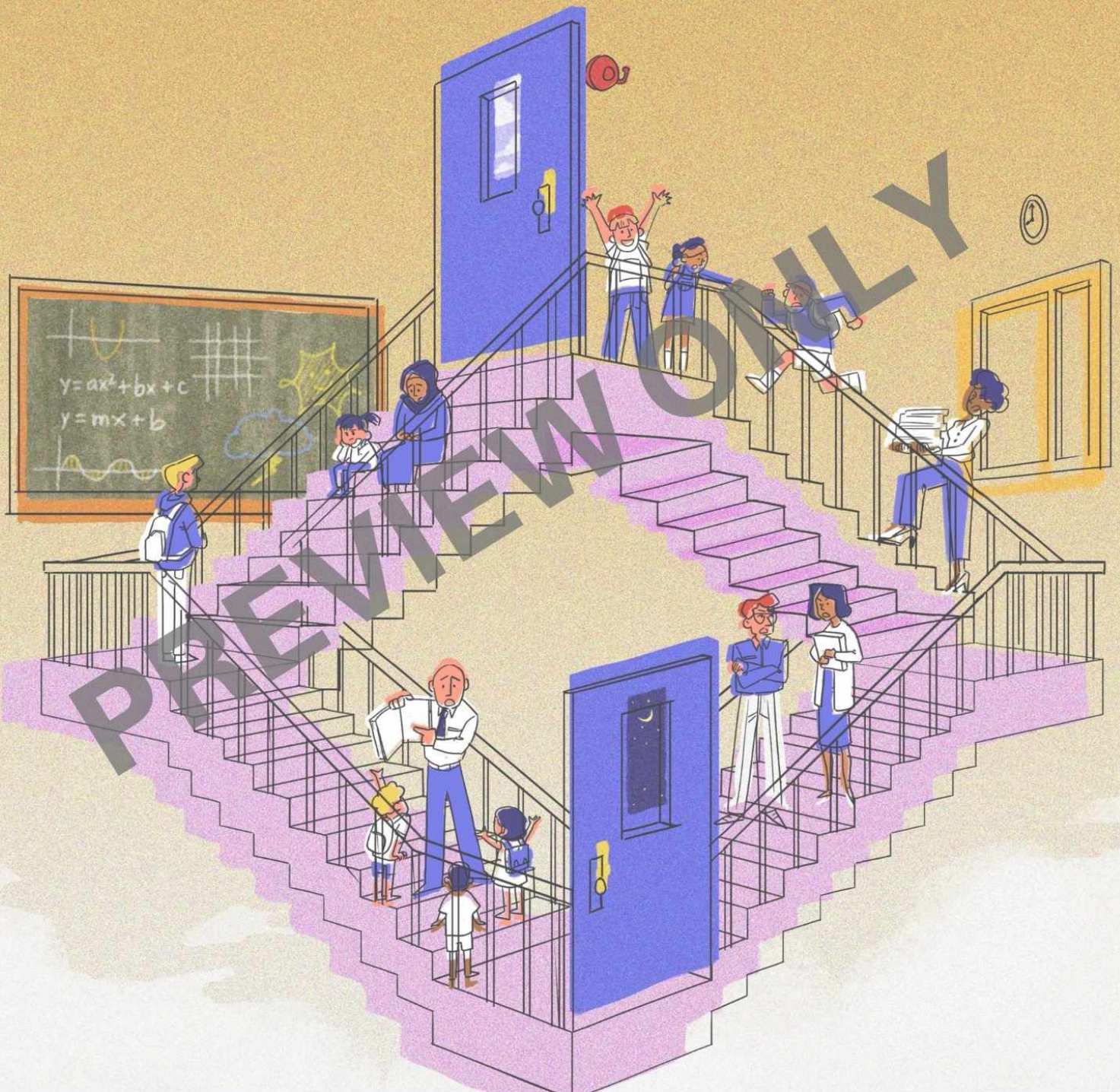


Table of Contents / Table des matières

Facing The Facts About Harassment Against Elementary Educators

A discussion session among school leaders or for school leaders to initiate with staff to address harassment and violence within the teaching profession

1

Your Role In Building An SGM-Inclusive School Culture

A discussion session led by a school leader during a staff meeting to spark greater understanding on the experiences of sexual and gender minority (SGM) students and teachers

4

Combatting Systemic Racism in K-12 Education

A discussion session among school leaders or district leaders to spark greater understanding about anti-Black racism and its impacts on K-12 staff wellbeing

7

Une Responsabilité Partagée : La Santé Mentale Positive À L'école

Un guide de discussion pour une rencontre du personnel animée par un membre de la direction afin de favoriser le bien-être du personnel scolaire en se basant sur le Cadre de changement axé sur l'action

10

Les difficultés comportementales en classe : une source de stress pour les enseignant.e.s du secondaire?

Un guide de discussion du personnel enseignant animée par un membre de la direction afin de soutenir les enseignant.e.s du secondaire qui composent avec les difficultés de comportement des élèves.

15



Facing The Facts About Harassment Against Elementary Educators

A discussion session among school leaders or for school leaders to initiate with staff to address harassment and violence within the teaching profession

In reference to the article *The Dirty Little Secret: Violence and harassment against educators*
By Dr. Darcy Santor and Dr. Chris Bruckert

DISCUSSION LEADER SUMMARY SHEET:

Key points from the article

AIM: TO INTRODUCE THE SESSION AND TODAY'S THEME:

HARASSMENT AND VIOLENCE AGAINST EDUCATORS

1 While there are numerous studies on peer-on-peer violence among students, the harassment and violence experienced by educators from their students has received limited scholarly attention. To address this gap, the authors conducted a survey with 1,688 Ontario English Public elementary school educators to gain insights on educators' experiences of workplace **harassment** (slurs, insults, and put downs) and **violence** (acts, attempts, and threats of physical aggression) in the 2017- 2018 school year.

2 The following are some of the key findings from the survey:

Financial Impact

6.84 days

Number of days taken off work following an instance of harassment

Student-initiated harassment

54%

Of educators reported one or more acts of student-initiated physical violence

Frequent occurrences of harassment and violence

8.5 incidences

Average number of incidences where educators experienced either insults, put-downs or obscene gestures from students

Incidences underreported

54%

Almost half of educators didn't report their worst incident of workplace violence. Reasons included being discouraged to do so and concern about repercussions

3 In combination with strategies to reduce harassment and violence in schools, it is essential that adequate resources (e.g. access to mental health professionals) are available to ensure that educators who experience harassment and violence have the opportunity to address any mental or physical injuries they sustain, as well as to learn the skills needed to cope with any ongoing exposure to harassment and violence in the workplace.

DISCUSS

AIM: TO GET EVERYONE SHARING THEIR THOUGHTS AND QUESTIONS

The discussion leader can choose 2 questions from the list below or integrate questions of their own.

1 Findings from the survey suggest that many educators feel neither adequately supported nor prepared and trained to deal with student-initiated harassment and violence. **If you agree, explain a time when you didn't feel prepared to handle a situation and what could have been done to make you feel better supported to handle it? Conversely, if you disagree, what training and/or PD have you received to deal with this issue? In general – whether or not you or other staff have experienced student-initiated harassment and/or violence – recall and describe an incident where you or another staff member felt supported when faced with adversity at work. What worked well and what might have needed improvement, if any?**

2 This survey was conducted during the 2017-2018 school year. **Do you believe there has been improvement with respect to the rates of harassment and violence against educators? What are some of the conditions currently in place to support both students with diverse needs and educators? What more do you believe can be done?**

AIM: TO BEGIN TO PLAN YOUR FIRST STEPS TO TEACHING WITH THE SDGs IN YOUR SCHOOL OR CLASSROOM

In small groups (2-3), discuss whether the recommended actions below have been implemented in your school.

Recommended action	What are we already doing and what more could we do?
Increasing resources	Are students with diverse needs getting the help they need (e.g. early diagnosis and intervention, educational assistant support)?
Supporting teachers	Are supports in place for teachers to help them manage the increasing needs in their classroom? Are there resources available to support teachers' mental health and physical needs?
Providing training for educators/administrators	Is there training available to provide educators/administrators with the skills to adequately address harassment and violence?
Ensuring that policies and protocols are in place	Are policies concerning harassment and violence understood and consistently applied?

Share back and display

After time for discussion, invite each group to share insights and recommendations.