

Mental health and Well-being 31/10/22

- Worked in mental health and MB health

Considerations

- The land we are on, think of the collaboration moving forward
- Strands of mental health in

School-based mental health in MB

- When thinking of teaching, you are embedded in the curriculum, you are never alone as an educator, you are working as a team for mental health and the students
- Not extra work, but a part of the work you are already doing

MB

- Four gov departments work closely with education → sharing protocol, sharing committees, consulting processes
- Families, health, education, and justice
- Big gov stuff → Education and Early Childhood Learning () Mental Health and Community Wellness
 - Everything around school goes into getting that student to meet curriculum expectations
- Layers of support, like an onion
 - The core team of the student, the teacher, and the guardians
 - In school team of school staff members
 - Divisional support team
- A lot of time over a lot of years building formal agencies
 - Respite, mental health workers, parents, CFS
 - Not sustainable, going to run out of money
- We want to build strong families and communities → shift, informal supports are becoming more elevated
 - This is all meant to be collaborative

MB and Early Childhood Learning

Most schools will have student support teams. Student service people follow the standards of appropriate education. There's curriculum stuff, and how we do it.

The Public Schools Act

- Best educational interests of students
- Contribute to the development of students' talents and abilities
- Must take into account diverse needs and interests of people in MB

Phil of inclusion guides their work. Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community evolves consciously to meet changing needs of members.

- We need to work on inclusion with emotional and mental health issues
- Kids who get suspended and sent away for who they are
- Dept. put out a directive to guide how we are moving forward with what we can do
- Suspension direction → try not to suspend for who they are and do a better job of holding onto them

Accessibility Act MB

- Done well with physical barriers, need to work on attitudinal barriers
- Behaviours that perpetuate a stigma or push out kids
- Think about → we want to hold them up, not push them away

Incl and appr edu

- Social and emotional learning
- Trauma informed
- Positive behaviour supports
- Restorative practices
- Differentiated instruction

Think about:

→ who you are and who you're going to be

The big stuff to little stuff – inverted triangle shape

- Mental health commission of Canada → every province and territory, also Joint Consortium for School Health, and Substance Abuse Consortium
- Improving access and coordination for mental health and additional services; a prov strat for all Manitobans
- Manitoba Association of school superintendent
- School-based

Imp docs

- Indigenous integration of the mamahtawisisin: the wonder we are born with
- Pathway to mental health and community wellness
- K-12

5T's for Mental Health Education in Schools - significant, one of the first times a government level recognized taking care of teachers in their work environments

1. Talking about mental health
2. Training
3. Teaching
4. Providing helpful tools for students
5. Taking care of teachers

In Mb, it was decided that different levels have the autonomy to decide what works best for them and their community. This is present at the divisional, school, and classroom levels.

Positive school culture

Curriculum → well-being and mental health → strength-based approach → who we are in the work

Strength-based → moving away from the deficit-based model, instead describing where there are positives.

From an Indigenous framework, we look at the child as a whole. These ideas are not new ideas, but they were not always the focus. We want students to learn for their future, and

take ideas that will be valuable later in life. We want the basic foundational skills too of course.

In everything we want to do, we want to be the best for everyone. A lot of mental health support started with the population that was struggling, knowing that something that would help them would be helpful for everyone. Go to the guidance person to see what matches what you teach and the mental health supports.

- 2 minutes a day has to go to health.
- A lot of things already in our curriculum relating to social-emotional health
- You can pull outside sources in for a collaborative partnership.

If you went across MB to see what we were seeing for mental health

- Programs already funded
 - Project 11
 - Sources of strength wheel
 - Thrival kits
 - Kids help phone
- Googling
 - Mental health high school curriculum guide → broken down into modules!
 - Manitoba tip sheets - students(youth, adults, children), parents, caregivers, and teachers
 - Care For All in Education
- Ontario
 - School mental health Ontario
 - Stigma free society → Canadian based, checklists that are simple and user friendly