

Foundations for a Healthy School

Mapping with the Youth Champions Program

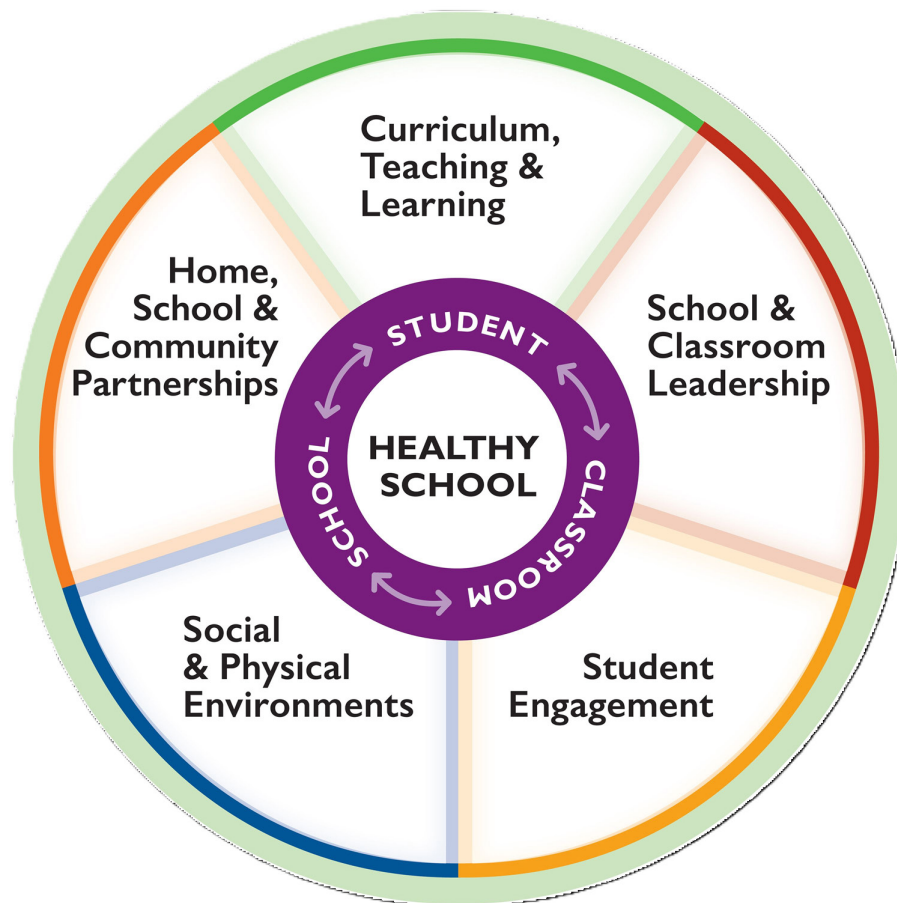
Background information

The Foundations for a Healthy School resource is designed to:

- support the integration of healthy schools programs, policies, and initiatives in the school/school board's planning and implementation process.
- help contribute to a learning environment that prioritizes students' wellbeing.

The document was created as a companion resource to, and aligns closely with, the components of the K-12 School Effectiveness Framework by incorporating the following five interconnected areas:

1. Curriculum, teaching and learning
2. School and classroom leadership
3. Student engagement
4. Social and physical environments
5. Home, school, and community partnerships



Reference: Ontario. (2014). Foundations for a Healthy School. Retrieved from: <https://www.ontario.ca/page/foundations-healthy-school-companion-resource-k-12-school-effectiveness-framework>

Who is this resource for?

Document	Primary Audience	Rationale
Foundations for a Healthy School	<ul style="list-style-type: none"> • Schools • School Boards • Teachers • Students • Parents • Public health staff (PHNs, HPs) 	<ul style="list-style-type: none"> • Establishes a link between the YWC Program and this framework to prioritize students' wellbeing. • Increases the likelihood of the school adopting the YWC Program. • Enhances students' learning by reinforcing materials with concrete examples.

The Foundations for a Healthy School emphasizes the importance of taking an integrated approach to addressing health-related topics. The next section will provide an overview of each component of the Foundations for a Healthy School resource along with how they each align with the YWC Toolkit.

Curriculum, learning and teaching

Components and overview	Alignment with YWC Toolkit
Learning programs are based on the provincial curriculum (including the teaching/learning strategies, resources, assessments, and evaluation practices).	The YWC Program is aligned to the Ontario curriculum, specifically the social emotional learning and healthy living strands expectations.
Opportunities for children and students to learn about themselves (including their interests, skills, strengths, aptitudes) and to develop and promote wellbeing.	Participating in YWC is an opportunity for youth to promote mental health and wellbeing within the school. By drawing on their interests, skills, and aptitudes, students can further their knowledge of mental health, positive coping strategies, and building resiliency.
Informal instruction and learning opportunities within and outside of the classroom/learning environment (e.g., before/after school programs, in-class discussions etc.)	Participating in YWC provides students with an informal learning opportunity of mental health promotion. Through participation in the training and then during the program's implementation process, students gain an increased understanding of mental health, mental illness, substance use and positive coping strategies.
Child care and family support programs at school.	n/a <i>(table continues on next page)</i>

Curriculum, learning and teaching, con't.	
Components and overview	Alignment with YWC Toolkit
Co-construction by educators, children, and students of learning goals, success criteria and learning tasks.	YWC is a youth-led program. The goals, timeline, decision-making, and evaluation is youth-led and supported by Adult Leads (e.g., teachers). This also aligns with the toolkit's underlying framework of Hart's Ladder of Youth Participation where activities/programs are youth-initiated and co-developed with adults.
Professional learning opportunities for educators, child care staff, and program support staff.	Staff can participate as Adult Leads in the YWC Program to help with the program's implementation and provide support. Educators and other school staff attend the Adult Lead training where they can further their knowledge of mental health promotion.

School and classroom leadership

School and classroom leadership focuses on creating a positive classroom and school environment through the identification of shared goals and priorities that are responsive to the school community's needs.

Components and overview	Alignment with YWC Toolkit
Integration of healthy schools policies and programs into the school improvement planning processes.	YWC focuses on mental health promotion and can be integrated to support healthier school policies.
Establishment of a collaborative learning culture that fosters innovation.	YWC encourages youth to think critically and creatively about mental health promotion strategies. Through collaboration, innovative mental health promotion initiatives can be implemented within the school.
Development, implementation, and monitoring of policies and procedures related to student wellbeing.	n/a
Collection of data to help identify priority areas, and implementation of appropriate programming to support identified priorities	Schools can collect local data to identify areas of priority within their school for mental health promotion. This can be supported by the school public health nurse.

Student engagement

Student engagement refers to the extent to which students identify with/value their learning, feel a sense of belonging at school, and are informed about, engaged with, and empowered to participate in and lead academic and non-academic activities (Ontario, 2014, p. 4).

Components and overview	Alignment with YWC Toolkit
Opportunities for students to be active contributors to matters related to their learning, the learning environment and their wellbeing.	Students in the YWC Program take on leadership roles by planning, implementing, and evaluating initiatives.
Help for students to develop the skills to be self-directed, self-monitoring learners through the use of assessment for learning, assessment as learning, and assessment of learning approaches.	The YWC Program provides students with the opportunity to be self-directed in the program planning and implementation process.
Consideration of diverse perspectives among students in school decision-making processes and encouragement of students to be leaders and contributors to the development and implementation of policies, programs and initiatives in schools and communities.	The YWC Program is youth-led and encourages students to be active participants and leaders in the implementation of mental health promotion initiatives. The Advisory Committee should include diverse voices and perspectives that are representative of the school community.
Collection of data to help identify priority areas, and implementation of appropriate programming to support identified priorities.	Schools can collect local data to identify areas of priority within their school for mental health promotion. This can be supported by the school public health nurse.

Social and physical environments

Healthy, safe and caring social and physical environments support learning and contribute to the positive cognitive, emotional, social, and physical development of students.

Components and overview	Alignment with YWC Toolkit
Ongoing support for the development and maintenance of positive relationships within a school and school community.	The YWC Program encourages open and respectful discussion of mental health topics; students learn about mental health and are better equipped to support their peers.
Consideration of how these environments are influenced by various features and aspects of the school premises and surroundings (e.g., buildings and grounds, routes to and from school, facilities in the school community).	The YWC Program acknowledges the role of the environment in mental health promotion. YWC Committees can make decisions related to improving the social and physical environment (e.g., creating a school garden or a mindfulness-meditation room).
	<i>(table continues on next page)</i>

Social and physical environments, con't.	
Components and overview	Alignment with YWC Toolkit
Consideration of the availability of appropriate material and equipment used for various purposes on school premises (e.g., visual supports, program materials, technology).	Implementation of the YWC Program does not necessarily require any significant materials. Each school and YWC Committee can determine which resources are needed to help implement their ideas.

Home, school and community partnerships

Home, school and community partnerships engage parents, extended family, school staff, child care and family support programs and community groups in a mutually beneficial way to support, enhance and promote opportunities for learning and wellbeing (Ontario, 2014, p. 5).

Components and overview	Alignment with YWC Toolkit
Engagement and coordination of services, expertise and resources that are available within the school and local community (e.g., school council, student council, other schools and school boards, child care and family support programs within the school and broader community, Children’s Aid Societies, youth outreach workers, parole officers, public health units, hospitals, community health centres, Ontario Health Teams, police and fire services, local social services and clubs, recreation and sports groups, municipalities, universities and colleges, local businesses, not-for-profit organizations)	In YWC Champions training, participants learn about the various professional and community resources available to support mental health. YWC Committees can determine which resources and expertise they would like to incorporate into their program planning and implementation. Participants are encouraged to share new resources they learn of.
Engagement and coordination of services, expertise and resources that are available outside the school and local community (e.g., regional, provincial or national organizations).	Participants learn about the various professional and community resources available to support mental health.

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