

Professional Perspectives: Leading Safe, Caring, and Inclusive Schools

INSTRUCTOR OF RECORD

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COURSE DESCRIPTION

Using current literature in the area of safe, caring, and inclusive schools, this course will help learning leaders to reflect, apply, and collaboratively plan for a whole-school approach for safety and belonging that supports students' cognitive, social, emotional and physical growth and development. Participants in this field-led course will explore how school leaders build, communicate and nurture a shared vision for safe, caring and inclusive schools, within divisional and provincial frameworks, that reflects the needs of the community. This includes the way that leaders set direction, build relationships within the school and the wider community, and how they create collaborative teams, structures and processes that ensure that students' educational needs remain at the heart of all decision-making.

ATTENDANCE POLICY

Regular attendance is expected of all students. If you are absent for up to three hours of class time, you are responsible for acquiring materials distributed in the portion you missed from, and you may be asked to complete an extra assignment at the discretion of the instructor. If you miss more than three hours of class time, you may not receive course credit as deemed appropriate by the instructor. Medical absences in excess of three hours require a doctor's note.

COURSE DATES – VIRTUAL

**Sep 6, Oct 4, Nov 1, 2025 &
Jan 10, Feb 7, Mar 14, 2026**

9:00 – 12:00 pm – Synchronous (Zoom)

1:00 – 4:00 pm – Asynchronous

INTENDED OUTCOMES

Throughout the course, the participants will reflect on and extend their knowledge of theory and practice in healthy and safe schools. Participants in this course will be able to:

- **Describe** key elements of safe, caring & inclusive schools;
- **Review** history and legislation related to safe, caring & inclusive schools in Manitoba;
- **Identify** current issues in creating and leading safe, caring & inclusive schools;
- **Assess** the conditions for safe, caring & inclusive schools in their current context;
- **Discuss** the leader's role in developing, sustaining and leading safe, caring & inclusive schools;
- **Articulate** how new learning and skills will impact their practice; and
- **Participate** meaningfully in a community of practice by connecting and sharing how prior experiences and new knowledge will impact their leadership knowledge and skills.

Registration, Payment, Letter of Permission and Refund Policy

Registration is not considered complete until receipt of payment and the approved Letter of Permission. You must apply for your Letter of Permission to your University. Verify required timelines as they may take 6 weeks to process. Deadline for cancellations is **August 22, 2025**. Cancellations after this date will **not** receive a refund of fees.

GUIDING PRINCIPLES

Relationships

safe • collegial • supportive
curious • respectful • humble

Relevancy

theory to practice • content *and* process
reflective practice • learning stance

Rigour

reflect • analyze • synthesize • challenge

REQUIRED TEXTS

N.B. Students choose one book only

- Goleman, D., Boyatzis, R. & McKee, A. (2013). *Primal leadership: Unleashing the power of emotional intelligence*.
- Maynard, N. (2019). *Hacking school discipline: 9 ways to create a culture of empathy and responsibility using restorative justice*.
- Osher, D. (2018). *Creating, safe, equitable, engaging schools: A comprehensive, evidence-based approach to supporting students*.
- Other required course readings will be provided through Schoology.

ASSESSMENT & EVALUATION

Balanced assessment is intended to measure knowledge/understanding, thinking/inquiry, communication, and application of the course content. Participants will be expected to demonstrate understanding of the course outcomes through:

- preparation and discussion of assigned readings;
- participation in class discussions/activities; and
- completion of course assignments.

The purpose of the formal assignments to prompt students to reflect on learning, integrate new readings and knowledge, and articulate the implications for practice and future learning.

Students are expected to *consistently complete quality work*.

Students will be asked to revise and resubmit work that does not meet the assignment criteria.

The final course grade is Pass or Fail. Participants must satisfactorily meet all requirements for attendance, participation, and assignments in order to achieve a Pass.

All assignments should be in APA format. For a complete APA formatting and style guide, please refer to Owl Purdue Online Writing Lab:

<https://owl.english.purdue.edu/owl/resource/560/01/>

ACADEMIC INTEGRITY & MISCONDUCT

Plagiarism is taking credit for another's work. In an environment based upon academic integrity, plagiarism exemplifies unethical behavior. Students who plagiarize will automatically fail the class and the case will be referred to the Instructor of Record and the Faculty of Graduate Studies as per the university's policy. If you are unsure about what constitutes plagiarism or do not know how to adequately reference material, please ask for help and consult the newest edition of the American Psychological Association (APA) reference. Please refer to the University of Manitoba, Université de Saint- Boniface and Brandon University General Calendars for information about academic regulations and policies.

Course Schedule

TOPIC	OVERVIEW	ASSIGNMENTS
Creating a Safe, Caring & Inclusive School Culture Saturday, Sep 6, 2025 9:00 – 12:00 pm Synchronous 1:00 – 4:00 pm Asynchronous	<ul style="list-style-type: none"> • Legal, historical, and ethical rationale for safe, caring & inclusive schools • Key elements of safe, caring, and inclusive schools • Philosophical beliefs & attitudes that foster an inclusive school culture • Emotional intelligence: why it matters 	Complete prior to the class: <ul style="list-style-type: none"> - Select and purchase one of the 3 required books for your research and the Text Frame assignment
The Principal's Role in Safe, Caring & Inclusive Schools Saturday, Oct 4, 2025 9:00 – 12:00 pm Synchronous 1:00 – 4:00 pm Asynchronous	<ul style="list-style-type: none"> • The evolution of the school leader's role • The role of school leadership in inclusive education • A leadership framework for safe, caring, and inclusive schools • Leadership challenges & promising practices 	Read/Review: <ul style="list-style-type: none"> - MET Administrative Handbook for Schools https://www.edu.gov.mb.ca/k12/docs/policy/admin/school_admin.pdf <i>N.B. Additional readings will be assigned prior to the class</i> Prepare prior to the class: <ul style="list-style-type: none"> - 5 interview questions around your topic Complete during the class: <ul style="list-style-type: none"> - Interview COSL Learning Leaders Complete following the class: <ul style="list-style-type: none"> - Interview Reflection Assignment
Leadership for Caring & Healthy Schools Saturday, Nov 1, 2025 9:00 – 12:00 pm Synchronous 1:00 – 4:00 pm Asynchronous	<ul style="list-style-type: none"> • Creating and leading a culture of care • The importance of self-care • Mindfulness and work life balance • Nutritional wellness • Compassion fatigue • Supporting mental health to thrive • Employee assistance 	Complete following the class: <ul style="list-style-type: none"> - Textframe assignment

TOPIC	OVERVIEW	ASSIGNMENTS
Leadership for Safer Schools Saturday, Jan 10, 2026 9:00 – 12:00 pm Synchronous 1:00 – 4:00 pm Asynchronous	<ul style="list-style-type: none"> Psychologically safe & healthy workplaces Workplace health & safety Harassment reporting Violent incident reporting Divisional and school-wide codes of conduct/standards of behaviour Behaviour interventions: proactive and reactive Planning for positive and socially responsible behavior 	Complete during the class: <ul style="list-style-type: none"> Share the learning from your Textframe Assignment with peers Complete following the class: <ul style="list-style-type: none"> Challenges/Promising Practices Draft Paper
Leadership for Inclusive & Equitable Schools Saturday, Feb 7, 2026 9:00 – 12:00 pm Synchronous 1:00 – 4:00 pm Asynchronous	<ul style="list-style-type: none"> Equity essentials: providing access & success for all Equity dialogue: conversations of courage and conviction Current challenges and promising practices in creating inclusive and equitable schools 	Prepare prior to the class: <ul style="list-style-type: none"> Challenges/Promising Practices Draft Paper Complete during the class: <ul style="list-style-type: none"> Share your 'Challenges/Promising Practices Draft Paper' to seek further feedback from peers and the instructor Complete following the class: <ul style="list-style-type: none"> Poster Presentation
Leadership for Effective Collaboration Saturday, Mar 14, 2026 9:00 – 12:00 pm Synchronous 1:00 – 4:00 pm Asynchronous	<ul style="list-style-type: none"> Whole school approach for safety and belonging A wraparound approach for safety and belonging A systems approach for inclusive, appropriate educational programming Collaborative planning and problem-solving 	Complete prior to the class: Read/Review -MET Safe and Caring Schools: A Whole School Approach to Planning for Safety and Belonging Safe and Caring Schools Manitoba Education (gov.mb.ca) Complete during the class: <ul style="list-style-type: none"> Share Poster Presentation with peers Complete following the class: <ul style="list-style-type: none"> Challenges/Promising Practices Final Paper (due Mar 27) Course Authorization Form Course Evaluation Form

Course Assignments

PURPOSE	ASSIGNMENT #1 INTERVIEW & REFLECTION	DUE
To provide an opportunity to connect with and learn from school leaders across the province.	<p>Prepare and conduct an interview of two current school leaders around the topic of your research paper:</p> <ul style="list-style-type: none"> For Oct 4: Prepare 5 questions around your topic Oct 4: Interview COSL Learning Leaders <p>Write a 1000-word reflection after the interview about what you learned including:</p> <ol style="list-style-type: none"> An overview of the responses to your questions What you learned during the interviews and how it connects to your research topic How you will incorporate this new learning into your practice 	Nov 1, 2025

PURPOSE	ASSIGNMENT #2 TEXTFRAME	DUE
To reflect on learning, integrate new readings and knowledge, and articulate the implications for your practice and future learning.	<p>Read one of the following books that connects to your research topic:</p> <ol style="list-style-type: none"> Goleman, D., Boyatzis, R., & McKee, A. (2013). <i>Primal leadership: Unleashing the power of emotional intelligence</i>. Boston, MA: Harvard Business Review Press. Maynard, N. (2019). <i>Hacking school discipline: 9 ways to create a culture of empathy and responsibility using restorative justice</i>. Highland Heights, OH: Times 10 Publications. Osher, D. (2018). <i>Creating, safe, equitable, engaging schools: A comprehensive, evidence-based approach to supporting students</i>. Cambridge, MA: Harvard Education Press. <p>Complete the following:</p> <ol style="list-style-type: none"> Using the attached template, create a two-page Textframe of the main ideas and how they connect to your work or resonate with your beliefs. Write a two-page "Now What" paper about how the content applies to your current context, your learning journey, and your practice going forward. 	Jan 10, 2026

PURPOSE	ASSIGNMENT #3 POSTER PRESENTATION	DUE
To synthesize and consolidate new learning on the topic of leading safe, caring, and inclusive schools.	<p>Create a poster in the form of a mind map or infographic that provides an overview of the key aspects of your research topic related to leading a safe, caring, and inclusive school.</p> <p>Posters will be shared with peers during the course on Mar 14, 2026.</p>	Mar 14, 2026

PURPOSE	ASSIGNMENT #4 RESEARCH PAPER: CHALLENGES AND PROMISING PRACTICES	DUE
To reflect on learning, integrate new readings and knowledge, and articulate the implications for your practice and future learning.	<p>Choose ONE of the following and research the current challenges and promising practices in the area of leading safe, caring and inclusive schools that are applicable to your current context:</p> <ul style="list-style-type: none"> Fostering Healthy Relationships Leading Social-Emotional Learning Creating a Culture Where Diversity is Valued and Respected Authentic Equity: Providing Access & Success for all School-Based Mental Health Supports School-Based Suicide Prevention and Intervention Digital Citizenship & Cyber-Safety Other (topic of your choice). <p>Write an 8-10 page paper including but not limited to:</p> <ul style="list-style-type: none"> a minimum 8 credible sources cited in the text, (<i>Of the eight cited sources in your paper, two can come from course required readings/materials</i>); Connections to 3 of the following: <ul style="list-style-type: none"> Your divisional policy relative to the issue 	Due Apr 11, 2026

Poster Presentation Resources

In creating your poster, consider both clarity and content. It is important to balance the amount of information presented in your poster design. With too much information, it may look cluttered, busy and overwhelming. With too little information the poster may make it appear as if you have not done extensive research, therefore, making it not worthy of attention. Below are some resources that may help you with your poster creation.

<https://colinpurrington.com/tips/poster-design>



<https://guides.nyu.edu/posters>



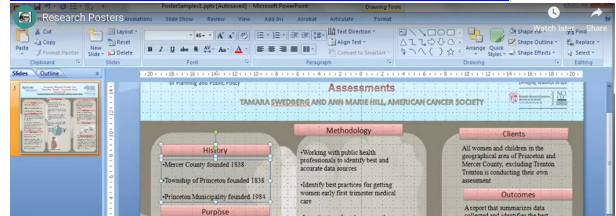
NYU Libraries / Research Guides / Bern Dibner Library / How to Create a Research Poster

How to Create a Research Poster: Poster Basics

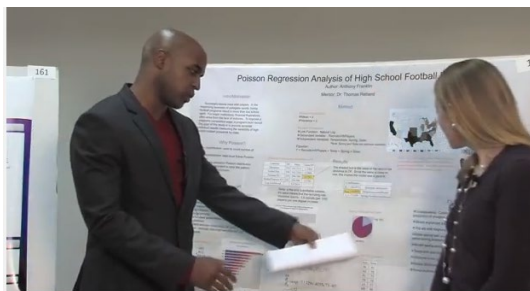
<https://www.flickr.com/groups/postersessions/pool/with/4072353403/>



<https://www.bing.com/videos/search?q=creating+an+educational+research+poster+presentation+&&view=detail&mid=65B687CB160E45421CE665B687CB160E45421CE6&&FORM=VDRVRV>



<https://www.youtube.com/watch?v=vMSaFurk-FA>



Giving an Effective Poster Presentation

<https://www.bing.com/videos/search?q=educati+on+research+poster+presentation&&view=detail&mid=4554EEF85B70BFEE838C4554EEF85B70BFEE838C&&FORM=VRDGAR>



Assignment #1

Interview & Reflection Rubric

Criteria for Interview Reflection	Proficient/Excellent response to criterion	Good response to criterion	Satisfactory/Adequate response to criterion
CONTENT 75% <ul style="list-style-type: none"> Communicates and integrates ideas (information, opinions, perspectives); Includes details (facts, evidence, anecdotes, examples, descriptions, characteristics); Offers conclusions and opinions; Demonstrates insight and the ability to make inferences. Articulation of how to incorporate new learning into current practice See content specifications p. 5 	<ul style="list-style-type: none"> Response is specific to the task; Ideas are insightful and well-considered; Response includes clear, consistent and coherent connections to information gathered; Provides clear and succinct examples; Conclusions/opinions are logical; Demonstrates the ability to make meaningful inferences Includes insightful ideas around how to incorporate new learning into current practice 	<ul style="list-style-type: none"> Response refers to the task; Ideas are accurate and well-considered; Response includes connections to information gathered; Provides specific examples; Conclusions/opinions are logical; Demonstrates an ability to make good inferences. Includes ideas around how to incorporate new learning into current practice 	<ul style="list-style-type: none"> Response does not clearly refer to the task; Ideas are generally accurate; Response includes some connections to information gathered; Examples are insufficient or irrelevant; Conclusions/opinion are unclear; Limited inferences offered Includes few ideas around how to incorporate new learning into current practice
INTERVIEW QUESTIONS 15%	<ul style="list-style-type: none"> Questions deepen the understanding of challenges and promising practices in the chosen topic area; Questions are clear, concise, and open-ended; Questions build very well on previous questions 	<ul style="list-style-type: none"> Questions contribute to the understanding of challenges and promising practices in the chosen topic area; Questions are clear, and open-ended; Questions build on previous questions 	<ul style="list-style-type: none"> Questions are limited in how they contribute to the understanding of challenges and promising practices in the chosen topic area; Questions are unclear, and close-ended; Questions do not build on previous questions
STYLE & MECHANICS 10% <ul style="list-style-type: none"> Uses appropriate conventions (sentence construction, grammar and usage, spelling, punctuation) Uses APA formatting 	<ul style="list-style-type: none"> Excellent command and control of the conventions of language is evident APA formatting is accurate 	<ul style="list-style-type: none"> Solid control of the conventions of language is evident APA formatting is somewhat accurate 	<ul style="list-style-type: none"> General control of the conventions of language is evident APA formatting is not accurate

Assignment #2

Textframe Rubric

Criteria for Textframe	Proficient/Excellent response to criterion	Good response to criterion	Satisfactory response to criterion
CONTENT 80% <ul style="list-style-type: none"> Summarizes knowledge and understanding of text content through concise construction of three essential understandings Includes appropriate supporting details to clarify and extend the essential understandings Demonstrates synthesis analysis, and application of essential understandings Offers self-analysis and connections to the text See content specifications p.5 	<ul style="list-style-type: none"> Annotated bibliography includes APA citation and annotation that meets all criteria requirements; Essential understandings are concise and capture the significant points of the text thematically; Supporting details are sufficient and relevant in detail and length; Supporting details are reinforced with examples and information that clarify the essential understandings; Response includes deliberate and specific connections to knowledge, experience, and/or other texts; Notes make sense; just enough key words are used to communicate the meaning without being wordy or redundancy; Response contains evidence of insight and the ability to make inferences. 	<ul style="list-style-type: none"> Annotated bibliography includes APA citation and annotation that meets most criteria requirements; Essential understandings are clear and generally outline the main text ideas thematically; Supporting details are relevant and may be incomplete in some areas; Supporting details are generally relevant but may be slightly too long or too short; Examples and information included in the supporting details may lack specificity; Response includes some connections to knowledge, experience, and/or other texts; Notes generally make sense; some wordiness or redundancy is evident; Response contains some evidence of insight and effort to make inferences. 	<ul style="list-style-type: none"> Annotated bibliography meets only some of the criteria requirements; Essential understandings are evident; Essential understandings are summarized in a linear or consecutive order; Overall meaning is understandable; possibly some areas of slight confusion or minor factual errors; Supporting details are minimally supportive; Examples and information included in the supporting details lack specificity; Response includes weak or vague connections to knowledge, experience, and/or other texts; Notes generally make sense; some wordiness or redundancy is evident; Response contains limited evidence of insight and effort to make inferences.
STYLE & MECHANICS 20% <ul style="list-style-type: none"> Organization Voice Vocabulary Terminology Mechanics 	<ul style="list-style-type: none"> Text frame is organized; Content is arranged in a logical order; Voice is objective and impartially presents article's point of view; Vocabulary/terminology reflects the degree of complexity of the book and nuances of meaning; Overuse of jargon is avoided; Writing is free from mechanical errors. 	<ul style="list-style-type: none"> Text frame is organized; Content can be located; Voice is unbiased and no personal opinion is evident; Vocabulary/terminology is appropriate to the purpose of the writing; Overuse of jargon is avoided; Writing has been well edited with occasional mechanical errors that do not distract the reader. 	<ul style="list-style-type: none"> Text frame is difficult to orient Summary reflects the writer's opinions; Attempts to use the text vocabulary/terminology; Some incorrect usage or use of unnecessary or undefined jargon; Many mechanical errors distract the reader.

Assignment #3

Poster Presentation Rubric

Criteria for Challenges/Promising Practices Paper	Proficient/Excellent response to criterion	Good response to criterion	Satisfactory response to criterion
CONTENT 70% <ul style="list-style-type: none"> Presentation of Research 	<ul style="list-style-type: none"> Main points of research around challenges and promising practices are presented in a concise manner; Poster includes ideas that are insightful and well-considered; Content demonstrates exceptional and specific knowledge of chosen topic; The information presented deepens the audience's understanding of the topic 	<ul style="list-style-type: none"> Main points of research around challenges and promising practices are presented in a fairly concise manner; Poster includes ideas that are interesting and well-chosen; Content demonstrates essential and specific knowledge of chosen topic; The information presented supports the audience's understanding of the topic 	<ul style="list-style-type: none"> Main points of research around challenges and promising practices are presented in a broad manner; Poster includes ideas that are of some interest but lacks relevance to the topic; Content demonstrates a fairly general knowledge of chosen topic and lacks specificity; The information presented is unclear, interfering with the audience's understanding of the topic
COHERENCE 25% <ul style="list-style-type: none"> Visual Presentation Provides visual unity between content and images Plans intentional flow of content 	<ul style="list-style-type: none"> The poster is clear, coherent, and compellingly draws the audience into the presentation; Graphics and text are consistently appropriate, engaging, and thoughtful; The flow of content and images is well organized with clear titles and subheadings; 	<ul style="list-style-type: none"> The poster is clear and coherent and relates to the topic; Graphics and text are generally appropriate, engaging, and thoughtful; The flow of content and images is easily understood with clear titles and subheadings; 	<ul style="list-style-type: none"> The introductory slide shows some structure but does not orient the audience to what will follow; Graphics and text are inconsistent and loosely connected to the main points of the research; The flow of content and images is difficult to follow;
STYLE 5% <ul style="list-style-type: none"> Delivery Mechanics APA Citation 	<ul style="list-style-type: none"> The presentation is no longer than 10 minutes; The delivery engages the audience. This includes effective pacing, volume, expression and eye contact; All sources are cited using accurate APA citation style The poster is free from spelling or grammatical errors. 	<ul style="list-style-type: none"> The presentation is no longer than 10 minutes; The delivery engages the audience fairly well. This includes good pacing, volume, expression and eye contact; All sources are cited using fairly accurate APA citation style Minor spelling or grammatical errors 	<ul style="list-style-type: none"> The presentation does not respect the 10 minute limit; The delivery does not support audience engagement due to a lack of attention to pacing, volume, expression and eye contact; APA citation style is not accurate; Numerous spelling or grammatical errors.

Assignment #4

Challenges/Promising Practices Paper Rubric

Criteria for Poster Presentation	Proficient/Excellent response to criterion	Good response to criterion	Satisfactory response to criterion
CONTENT 75% See content specifications on p. 6	<ul style="list-style-type: none"> Thesis statement and rationale are specific to the task and connected to personal context, knowledge and experience; A wide variety of credible sources are referenced and provide a compelling and thorough exploration of the identified challenge; The exploration of the promising practices is comprehensive and presents themes identified throughout the research; A minimum 8 different sources are cited throughout the paper; A minimum of 3 strong connections are made to the personal and/or professional context 	<ul style="list-style-type: none"> Thesis statement and rationale are specific to the task and connected to personal context, knowledge and experience; A variety of credible sources are referenced; The exploration of the promising practices presents many themes identified throughout the research A minimum 8 different sources are cited throughout the paper A minimum of 3 connections are made to the personal and/or professional context 	<ul style="list-style-type: none"> Thesis statement and rationale are unclear with loose connections to personal context, knowledge, and experience; A limited number of credible sources are referenced; The exploration of the promising practices presents few themes identified throughout the research A minimum 8 different sources are not cited throughout the paper A minimum of 3 connections are not made to the personal and/or professional context
ORGANIZATION 15% <ul style="list-style-type: none"> Orders and arranges ideas, details, and paragraphs; Creates an effective opening; Uses transitions; Provides effective closure. 	<ul style="list-style-type: none"> Intent of the writing is clearly articulated in a strong introduction; Skillful and effective order and arrangement of ideas and details are demonstrated; Focus and coherence are consistently maintained; Transitions are smooth and polished; Closure is effective. 	<ul style="list-style-type: none"> Intent of the writing is somewhat clear in the introduction; Planned and purposeful order and arrangement of ideas and details are demonstrated; Focus and coherence are maintained; Transitions are varied and effective; Closure assists unity. 	<ul style="list-style-type: none"> Introduction provides limited direction; Somewhat unclear order and arrangement of ideas and details are demonstrated; Focus and coherence are inconsistently maintained; Transitions are present but may be mechanical; Closure contributes to unity to some degree.
MECHANICS & STYLE 10% <ul style="list-style-type: none"> Uses appropriate conventions (sentence construction, grammar and usage, spelling, punctuation); Sources references and quotations with APA appropriately; Engages reader 	<ul style="list-style-type: none"> Excellent command and control of the conventions of language is evident; References are fluently integrated; Strong audience engagement; High level of APA accuracy. 	<ul style="list-style-type: none"> Solid control of the conventions of language is evident; References are consistently well integrated; Relationship with audience is established and sustained; Moderate level of APA accuracy 	<ul style="list-style-type: none"> General control of the conventions of language is evident; Reference integration is generally straightforward; Relationship with audience is established but not fully sustained; Many APA format errors.