



Principal's Corner

Welcome to the Principal's Corner of the *Self-Reg Schools Handbook*. Each chapter tab in this section of the website contains material that is designed to support you in your role as a school leader. Some material is drawn from the handbook and recast in light of your role, while other material is for your use as a leader, when working with an individual, a team, or as part of a whole-school initiative.

Introductory chapter tabs contain summary information, reflection questions, book club questions, and communication resources. Chapters 3 to 7 include these resources, as well as sample activities and leader notes to support the use of strategies and tools outlined in the resource.

You can access your material in two ways: by clicking on a chapter tab or by clicking on the Resources tab. The Resources tab contains all material found in the Principal's Corner, organized by type (e.g., sample activities, strategies and tools). Keep in mind that the Resources tab at the top right of your screen will give you all the resources for the handbook.

Chapter 3: Seeds

Chapter 3 introduces the first of four Self-Reg streams: Seeds. Whether you are new to Self-Reg and looking to get started with a few strategies or tools or building on years of Self-Reg learning and practice, the Seeds journey has content that may help you plan next steps at a teacher, small-group, or school-wide level.

Like you, some of your teachers may be testing the waters—learning a little about Self-Reg, and perhaps trying out some simple strategies or working on relationship building with students and their families.

Journey Overview

The following aspects and actions of a Seeds Journey are outlined in the handbook. Some of these points, particularly regarding scheduling, may benefit from your support.

- Teachers have read *Calm, Alert, and Learning*.
- They are designing or redesigning a classroom to support calm, alertness, and focus by decluttering (e.g., toning down bright colours; diminishing visual clutter; using visuals to support understanding; exploring the effect of different kinds of lighting on children's behaviour).
- They, and you, are modelling "find your calm" in moments of high tension and stress.
- They, or you, may be exploring the inclusion of calming strategies as regular parts of the school day—deep breathing, meditation, yoga, and other physical activity.
- They, or you, may be including time outside in nature to support enhanced well-being in students (and teachers).
- They, or you, may be building regular brain breaks into the flow of the school day to allow students the opportunity to reset and refresh.

Assessing for Readiness

Model Summary

Strategies and Tools: Strategy 1

Strategies and Tools: Strategy 2

Reflection Questions

Book Club

Communication Resources

Chapter 4: Sunrise

Chapter 4 explores the second of four Self-Reg streams: The Sunrise. In a Sunrise school or community, intentional planning takes place and has grown out of grassroots beginnings in Self-Reg, perhaps with a teacher or a group of teachers in your school. Some Sunrise projects are small pilot projects that you can work on with your teachers, such as personal stress sleuthing across the five domains. Other Sunrise projects can involve larger groups as you and your team test out a strategy or tool. In both cases, there should be a plan that outlines how participants will track the outcome of the project.

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Before Meeting

Familiarize yourself with the Sunrise chapter of the Self-Reg journey and consider the following:

- What evidence shows that your school is at the Sunrise stage in the Self-Reg journey?
- Refer to the statements in the section “Self-Reflection: Is the Sunrise Journey Right for Me?” to think about which point is a strength and which area needs work.
- Are there possible pilots, projects, or small-scale initiatives that could deepen the learning? What evidence supports this?

Introduction

Read the scenario “Michele and the First Week of School.” Think about a time when you thought you were prepared but the day did not go as planned. Read over the Reflect and Connect questions and use them to guide your thinking.

Discussion 1

In the scenario, Michele was feeling stress in most, if not all, of the five domains. Think about the stress you feel during the day and strategies you use to reduce that stress. Look at Figure 4.2 to talk about multiple stressors you may feel throughout the day.

Activity

Choose one activity that suits the learning needs of the group.

1. Review your “Seeds” chart from the last session. What do you notice about the Seeds journey in your school? Complete the same activity focusing on the Sunrise stage of the Self-Reg journey:
 - Divide a chart paper into four sections. In the first section refer to the handbook to make a list of what a “Sunrise” classroom and school may look like. In the second section, list some examples of “Sunrise” strategies that are relevant to