If we wish to prepare for the future and to ensure the well-being of each human person, we must grow in sensitivity as the means at our disposal become all the more potent. This is our responsibility to one another and to all living creatures ~ Pope Francis 2018.

Dufferin-Peel staff understand the importance of well-being for all learners and are increasingly attentive to the reciprocal and complex relationship between well-being and achievement. According to Ontario educators, these relationships can occur in four distinct yet overlapping forms:

1. Well-being is crucial for achievement.
2. Achievement is essential for well-being.
3. Well-being is a complement to achievement.
4. Well-being constitutes a major achievement.

Leading From the Middle: Spreading Learning, Well-being, and Identity Across Ontario (Hargreaves & Shirley, 2018)


Mission
The mission of the Dufferin-Peel Catholic District School Board, in partnership with the family and church, is to provide, in a responsible manner, a Catholic education which develops spiritual, intellectual, aesthetic, emotional, social and physical capabilities of each individual to live fully today and to meet the challenges of the future, thus enriching the community.

An education in the fullness of humanity should be the defining feature of Catholic schools. ~ Pope Francis

Dufferin-Peel Catholic District School Board
40 Matheson Boulevard West, Mississauga, ON L5R 1C5
Our vision...
A thriving Catholic community where mental health and well-being are prioritized and nurtured, in support of the sacredness and dignity of all.

EVERYONE
EVERYWHERE

System Focus 1: TEACHING for mental health and well-being

We are called to support the inherent human dignity of all and this is central to (our) Catholic Social Teaching.

As members of a Catholic community of care, we will:
1. Communicate the shared VISION and strategic direction rooted in Scripture and Tradition with respect to mental health and well-being.
2. Intentionally and systematically TEACH strength-based strategies that build resilience (e.g., prayer, mindfulness).
3. Apply the same DEVOTION to well-being as with other core areas (e.g., religion, math, literacy).
4. Implement ASSESSMENT for learning with respect to well-being programs and initiatives.

System Focus 2: EQUITY for mental health and well-being

We are called to support and strengthen individuals to grow and prosper and participate in community.

As members of a Catholic community of care, we will:
1. Nurture VOICE from a variety of sources and at a variety of levels with respect to mental health programs and initiatives.
2. DIFFERENTIATE well-being strategies so they meet the needs of all.
3. PROMOTE a culture where all know and feel they are valued, accepted, and made in the image and likeness of God.

System Focus 3: ACCESS to mental health and well-being

As members of a Catholic community of care, we will:
1. Work to REDUCE STIGMA related to mental health and mental illness.
2. Ensure available in-school supports are VISIBLE.
3. Increase AWARENESS of available in-school supports when and how to access them.
4. HELP all in need along a pathway to care and reduce barriers to access.

Supportive Board Processes

We are called to ensure that fundamental rights are protected and upheld by those responsible members of society and our community.

As members of a Catholic community of care, the leadership team will provide schools with:
1. Consistent and clear communication about the Mental Health and Well-Being Guiding Framework so that all staff understand their role in forming a comprehensive community of care as an expression and responsibility of their vocation as Catholic educators.
2. A template to incorporate well-being goals into Pastoral Plans and School Improvement Plans, ensuring work in this area is prayerful, intentional, and systematic.
3. Selection criteria for effective mental health promotion and prevention programs and initiatives that are rooted in a Catholic ethical context.
4. Measurable, ethical indicators of impact for mental health and well-being programs and practices that provide opportunities for goal monitoring and refinement.
5. Clear descriptions of the roles of in-school mental health support staff.
6. A systematic plan for ongoing learning opportunities related to mental health and well-being that includes opportunities for faith formation.

Peace I leave with you; my peace I give to you. I do not give to you as the world gives. Do not let your hearts be troubled, and do not let them be afraid. ~ John 14.27