

## **Changing Lenses, Changing Practices**

### ***Getting In***

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- What is involved for the prospective students at each step of intake and assessment, from attending an information session to sitting in a chair in your program? What could get in the way? Do they get second chances if they miss a step? How could we be more flexible?

### ***Learning in the Classroom***

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- How would your teaching practices change if you assumed that many students in your class will have experienced violence?
- What happens when there are comments in the class that put any group or individual down (e.g. racist homophobic, or ableist comments)? How do you handle these incidents? Are there ways to prevent them or reduce their likelihood?
- How do you/could you encourage your students to take care of themselves both inside and outside of class?

### ***Staying In***

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- How effective are the concrete, built-in supports for managing the rough times including flexible processes for helping students catch up and stay connected?
- Look at your counselling tools and assessment methods. How do they focus on the strengths of students and survivors? How do they encourage and provide opportunities for students to identify their own needs? How do they ask about basic needs such as access to food and shelter, as well as social supports?

### ***Getting Around the College***

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- What are some examples of spaces that are set up to be vibrant nurturing spaces that support positive learning environments? What can we learn from them?
- Might people's past haunt them in any of the college spaces (e.g. hallways, bathrooms, stairwells, elevators, lockers, cafeterias, smoking spots, learning spaces)? Why? How can we improve the conditions of these areas?

### ***Moving On***

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- How and when do you inform students about how to transition from pre-preparatory programs to postsecondary programs? Is this method effective?
- What kinds of supports are available to you, as counselors, administrators, faculty and other staff, to support and advocate for students through their transition to postsecondary?

### ***Training and Professional Development***

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- Do orientations for new full, part-time and temporary staff include a recognition that many students have experienced violence and that this may affect their behavior in the college and their studies? If not, how could this information be weaved into the orientation?