



Workplace Wellness for Alberta School Authorities

A Planning and Implementation Guide



October 2020

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Workplace Wellness for Alberta School Authorities

Framework, Planning, and Implementation Guide

The College of Alberta School Superintendents (CASS) has an ongoing history of support for the development of healthy school communities through projects such as the CASS Valuing Mental Health Advisory Committee and the Resiliency in Leadership (RIL) Project, conducted in partnership with the Alberta School Employee Benefit Plan.

“Although these efforts to support and promote wellness have shone an increasingly brighter spotlight on wellness, a leadership focused organization (CASS) that can coordinate and inspire a commitment to a deep and sustainable culture of wellness at the leadership level was the missing link.”¹

CASS supports building system leader excellence to ensure student success (CASS mission https://www.cass.ab.ca/strategic_plan). System education leaders play a critical role in ensuring quality school leadership, quality teaching, and optimum learning for all students in Alberta. To meet the respective professional practice standard, all teachers, school leaders, and system leaders need to be in good health.

In 2017, WellAhead, an initiative of the McConnell Foundation, began its initial work in Alberta, with its national priorities being the system-wide well-being of all staff and knowledge mobilization. After extensive consultation in Alberta, WellAhead approached CASS and together they created a CASS/WellAhead joint proposal titled “Supporting a Focus on Wellness Across Alberta School Authorities.”

In the fall of 2018, CASS appointed two Wellness Directors to lead the work designed to achieve the goals established by the partnership group (Appendix 1).

In Phase I of the project, Wellness Directors Brian Andjelic and Jim McLellan conducted wellness interviews with system education leaders of 59 provincial school authorities (public, separate, Francophone & charter) and some First Nations education authorities. The report generated by these interviews is now complete and will be distributed to superintendents and made available on the CASS website (<https://cassalberta.ca/resources/wellness/>).

We are now pleased to share with you the first element of Phase II, Workplace Wellness for Alberta School Authorities—A Planning and Implementation Guide. This guide offers a framework, planning, and implementation tool to support school authority leadership in developing workplace wellness plans.

The guide offers a comprehensive and integrated planning and implementation approach to workplace wellness that is neither prescriptive nor linear, and yet offers support around each of the key conditions identified in the CASS Workplace Wellness Framework contained in this guide.

Phase II will contain two other wellness implementation supports for CASS members. One will be the identification and inclusion of workplace wellness resources in the resource library as well as a workplace wellness professional learning module (<https://cassalberta.ca/resources/>).

We thank the many people and organizations whose knowledge and efforts have helped to shape this work. We know that CASS members will provide system leadership to support workplace wellness plans for the benefit of all.

CASS President

CASS Executive Director

Bevan Daverne

Barry Litun

THE MCCONNELL FOUNDATION

The McConnell Foundation is a national private family foundation that applies innovative approaches to social, economic, and environmental challenges. WellAhead, McConnell's initiative in school-based child and youth mental health and well-being, launched in 2015 in BC, followed by investments in Ontario and initial work in Alberta in 2017.

¹ CASS/WellAhead Joint Proposal p.2



In Canada, K–12 education systems have a key role in developing strategies to support the mental health and wellbeing of students and staff. While stand-alone programs have provided useful content for educators in addressing mental health and well-being, it is increasingly recognized that more system-wide solutions are required to address these issues over the long-term.

Beyond the Binder²

What Is Workplace Wellness?

The Complexity of Language Related to Health, Wellness, and Well-Being

Over time, the language related to workplace wellness has shifted as various terms have taken on different meanings. The World Health Organization (WHO) defines health as “... a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”³

Wellness is a commonly used term in workplace health literature. Much of the research on workplace health promotion programs also calls these *workplace wellness programs*. Moreover, this reflects how employers use these terms interchangeably. However, each term has a slightly different emphasis:

- ✚ *Health promotion* is the process of enabling people to control and improve their health. *Workplace health promotion* refers to the process of making workplaces healthier and preventing risks to worker health.
- ✚ *Wellness* is the complete picture of a person’s quality of life. It focuses on positive states, not just the absence of illness, disease, or injury. WHO defines *wellness* as “the optimal state of health of individuals and groups, with an emphasis on enabling a person to reach their fullest potential.”⁴
- ✚ The term *well-being* will refer to the dimensions of **physical, mental, and social/emotional well-being** for individual workers and the workforce as a whole.

According to the International Labour Organization (ILO), workplace well-being “relates to all aspects of working life, from the quality and safety of the physical environment, to how workers feel about their work, their working environment, the climate at work and work organization.”⁵ Actions by employers to improve well-being include both occupational health and safety (OHS) and workplace health promotion initiatives intended to ensure that workers are safe, healthy, satisfied, and engaged at work. Worker well-being is a critical factor in an organization’s sustainable success.

In this Guide, *workplace health promotion* programs and *wellness* programs are treated as essentially the same thing. This reflects the different labels that employers give to these programs and is consistent with how these terms are used interchangeably in the research literature. The term *well-being* will refer to the dimensions of **physical, mental, and social/emotional well-being** for individual workers and the workforce as a whole. While there are a number of models available with various dimensions of well-being, for the purposes of this guide we will use these three dimensions with the clear understanding that school authorities should adapt this interpretation of the models and the language to suit their own contexts and understanding of the language.

Why Workplace Wellness?

Wellness issues are linked to decreased learning and productivity, interpersonal conflict, and increased absenteeism, as well as short and long-term disability claims. Seventy percent of these issues begin to develop during childhood and adolescence.⁶

² Holland, B. and Quidwai, S. (2017). Beyond the Binder: 3 Strategies for Empowering Digital Tool Use in the Classroom. Edsurge. <https://www.edsurge.com/news/2017-02-03-beyond-the-binder-3-strategies-for-empowering-digital-tool-use-in-the-classroom>

³ World Health Organization. 1946. *Constitution of the World Health Organization*. The definition has not been amended since 1948. <https://apps.who.int/gb/bd/PDF/bd47/EN/constitution-en.pdf?ua=1>

⁴ World Health Organization. 2006. Health Promotion Glossary: new terms.

⁵ International Labour Organization. Workplace Well-being. http://www.ilo.org/safework/areasofwork/workplace-health-promotion-and-well-being/WCMS_118396/lang--en/index.htm

⁶ Government of Canada. The Human Face of Mental Health and Mental Illness in Canada. 2006. https://www.phac-aspc.gc.ca/publicat/human-humain06/pdf/human_face_e.pdf

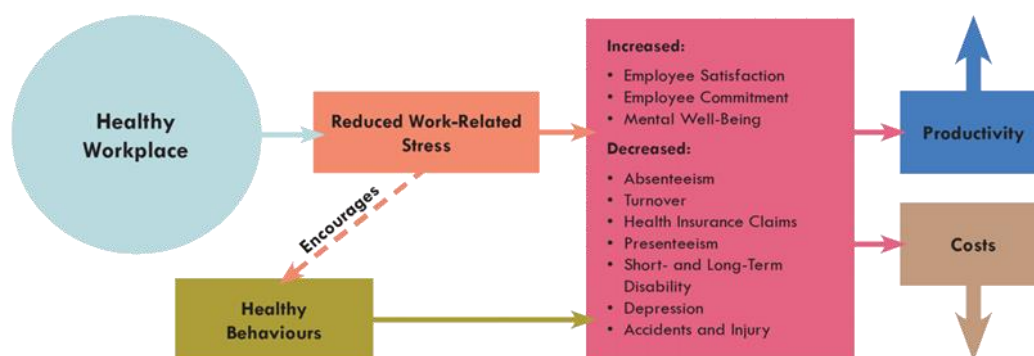


So, why workplace wellness? The education system is clearly well positioned to have an impact and see the benefits of addressing workplace wellness.

In Phase I of this project, the Wellness Directors conducted wellness interviews with 59 of the 61 Alberta School Authorities. The report⁷ includes a summary of the interview data collected that clearly shows that CASS members recognize the benefits and value of wellness for leaders, teachers, and students. Findings from the 59 school authorities interviewed illustrate the many diverse strategies that system leaders and those with whom they work have used to address the many dimensions of wellness. The report also clarifies that this work does not come without challenges, and that system leaders request that CASS support their school authority efforts moving forward in the following three ways:

1. Creating a workplace wellness framework that considers the unique and complex context of school authorities.
2. Creating a resource library and professional learning module that aligns with the information found in this report and that aligns with the workplace wellness framework and implementation plan template.
3. Creating an implementation and planning guide that supports school authorities' awareness and understanding as they develop their workplace wellness plans.

THE ORGANIZATIONAL VALUE



Used with permission of ASEBP as developed from the Safe Workplace Promotion Services Ontario, publicly known as Workplace Safety & Prevention Services 2011 document, Healthy Workplaces Journey to Excellence: The Complete Guide.

Why Is this Important Now?

System leadership is very complex and seems to become more complex as time goes on.⁸ Challenges include the polarization of points of view, increased politicization of the leadership role, legislative reform, role overload, and parent and community expectations. When these factors are combined with the complex set of needs, challenges, and expectations that many students bring into the mix, educational leaders are challenged in ways that stretch the sufficiency of their experience and training.

Much of this is also true for teachers. Maintaining work–life balance has become increasingly challenging, classrooms have become more complex, and the promise of technology perhaps leading to greater amounts of leisure time has not necessarily proven to be the case.

Students, too, are hardly immune from high levels of stress. A certain amount of distress is healthy and can result in increased resilience—the ability to bounce back better than ever. There is evidence, however, that there are ever-increasing levels of anxiety and depression in our children and youth.⁹

⁷ CASS. 2020. Supporting a Focus on Wellness Across Alberta School Authorities: Wellness Environmental Scan and Needs Assessment. <https://cassalberta.ca/resources/wellness/>

⁸ Polka, W. S., and P. R. Litchka. 2008. The Dark Side of Educational Leadership. Lanham, MA: Rowman & Littlefield Education.

⁹ Waddell, C. M. 2005. A Public Health Strategy to Improve the Mental Health of Canadian Children. Canadian Journal of Psychiatry 50 no. 4: 226–33.

Alberta school authority leaders recognize that significant benefits can be derived from working together when it comes to understanding the research and implementing plans that will result in sustainable and scalable improvements in workplace wellness. Working collaboratively and purposefully with other organizations focused on well-being will provide for a more comprehensive and integrated approach, create efficiencies, and nurture synergies toward improvements in workplace wellness.

What Is the Relationship Between Workplace Wellness and the Superintendent Leadership Quality Standard (SLQS)?

Alberta Education has identified standards of practice for superintendents, leaders and teachers. The Superintendent Leadership Quality Standard (SLQS) states:

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Alberta Education, February 2018



The Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Alberta Education February 2018



To meet the professional practice standard, all educators and system leaders need to be well. The role of system leaders includes supporting leaders and teachers. A comprehensive and integrated workplace wellness plan will address the well-being needs of all involved in supporting optimum learning for students in Alberta.

CASS incorporated the wellness image alongside the standard to reinforce the importance of having the well-being capacity to meet the professional practice standard.

All professional practice standards (superintendents, leaders, and teachers) identify competencies and indicators to help describe the standard. The following is an example of a competency and indicator from the Leadership Quality Standard (LQS):

Fostering Effective Relationships:

A leader builds positive working relationships with members of the school community and local community. Achievement of this competency is demonstrated by indicators such as:

Demonstrating a commitment to the health and well-being of all teachers, staff and students.

The SLQS competency, **Building Effective Relationships**, states: “A superintendent establishes a welcoming, caring, respectful, and safe learning environment by building positive and productive relationships with members of the school community and local community.”

CASS has incorporated the LQS indicator “Demonstrating a commitment to the health and well-being of all teachers, staff, and students” into the CASS SLQS Practice Profile (<https://cassalberta.ca/resources/practice-profile/>).

Workplace Wellness Conditions—An Overview of the CASS Framework

This framework was informed by the Alberta Government document, *Working Together to Support Mental Health in Alberta Schools* and the *Beyond the Binder* resource co-developed by the University of Alberta and the McConnell Foundation, as well as provincial and national programs and conversations such as School Mental Health Ontario and Comprehensive School Health. CASS also recognizes the contribution of the Government of Alberta/Alberta Education in their support of the McConnell Foundation/CASS partnership, which led to this guide. We also thank them for their support of the

Comprehensive School Health Framework, which also informed this guide. The Alberta resource, *A Guide to Support Implementation: Essential Conditions*, also supported this work. An analysis of these approaches led to the development of the CASS Framework designed to be focused on the needs of system leaders in relation to workplace wellness.

Alberta Health Services (AHS) and the Alberta School Employee Benefit Plan (ASEBP) have also provided leadership and support for much of this work. Finally, the work with school authority leaders through the environmental scan process and the support of CASS and WellAhead has resulted in the development of this guide aimed at supporting the needs of school authority leaders in developing a workplace wellness plan. We also thank the CASS/WellAhead and CASS Superintendent advisory committees for their advice.

Workplace Wellness Conditions

Based on research, practice, and work references, five conditions appear to have the potential to create and sustain a positive workplace wellness environment:

1. Comprehensive and integrated approach
2. Shared vision, leadership, and commitment
3. Evidence and research
4. Roles and responsibilities
5. Systemic professional learning



How to Use This Resource

The Guide is intended to support and inform school authority leaders in collaborative conversations, resulting in the development of a school authority plan leading to support for implementation of a comprehensive and integrated approach to workplace wellness.

Please note that this workplace wellness planning resource is intended for each school authority's use within its own context and its own specific workplace wellness planning needs. The content of this resource is not meant to be prescriptive or linear. For example, we have included only the very basic wellness dimensions. School authorities are welcome to add to the dimensions as their interest and context might suggest. Addressing all conditions will provide for a comprehensive and integrated approach to workplace wellness.

This workplace wellness planning tool includes the following components for each condition:

- ✚ **Condition:** Description of those elements deemed most essential for designing a workplace wellness plan. The conditions are interrelated and interdependent.
- ✚ **Indicators:** Actions that are likely to lead to the achievement of the conditions.
- ✚ **Current State:** A basic audit of each element of the condition.
- ✚ **Practices to Consider:** Examples of practices from the literature and school authority strategies provided for your consideration. These practices are not intended to be prescriptive or complete for each condition, but are offered as a starting point for planning. Note: a particular practice may apply in more than one condition. However, for the purposes of this guide, a practice will only appear in one condition.
- ✚ **Our Plans:** A template to identify your school authority actions.
- ✚ **Selected Resources:** Resources may align and fit with more than one condition.

You may consider following the order of conditions or choosing an area of strength and beginning with that condition.

Glossary

The Basics of the Workplace Wellness Approach

- ✚ **Comprehensive:** In the context of this document, comprehensive refers to planning that addresses the wellness needs of all leaders, teachers, staff, and students within the physical, mental, and social-emotional dimensions of well being.
- ✚ **Integrated:** In the context of this document, integrated refers to planning that gathers the people and resources needed to develop the school authority wellness plan.
- ✚ **Sustainability:** The ability of a school authority to continue a workplace wellness plan considering continuous improvement, regardless of the specific leaders and champions in place at the time.
- ✚ **Scaling:** Start small, think big in your planning process, including components of the plan such as schools and conditions.

Definitions Related to Health and Wellness

- ✚ **Health:** A state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.¹⁰
- ✚ **Wellness:** The complete picture of a person's quality of life. Wellness focuses on the positive aspects of health, enabling a person to reach their fullest potential.¹¹
- ✚ **Well-Being:** Integrates mental and physical health through improved dimensions of physical, mental, and social-emotional states.
- ✚ **Workplace Well-Being:** Relates to all aspects of working life, from the quality and safety of the physical environment, to how workers feel about their work, their working environment, the climate at work, and work organization.¹²

Dimensions of Well-Being

- ✚ **Dimensions of Well-Being:** Dimensions represented in this document include physical, mental, and social-emotional well-being for individual workers and the workforce as a whole.
- ✚ **Mental Well-Being:** A positive sense of the capacity to enjoy life and deal appropriately with the challenges we face.
- ✚ **Physical Well-Being:** Appropriate physical activity, nutrition, and sleep.
- ✚ **Social-Emotional Well-Being (Learning):** The process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The five core competencies of social-emotional learning (commonly referred to as SEL) include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.¹³

¹⁰ World Health Organization. *Constitution of the World Health Organization*. p 1.
<https://apps.who.int/gb/bd/PDF/bd47/EN/constitution-en.pdf?ua=1>

¹¹ World Health Organization. 2006. Health Promotion Glossary: new terms. p. 5.

¹² International Labour Organization. Workplace Well-being. http://www.ilo.org/safework/areasofwork/workplace-health-promotion-and-well-being/WCMS_118396/lang--en/index.htm.

¹³ CASEL website - <https://casel.org/what-is-sel/>.

Workplace Wellness Condition #1

A Comprehensive and Integrated Approach

Description

When school authority leaders allocate time, provide resources, and demonstrate a commitment to a comprehensive and integrated approach to workplace wellness, the staff, organization, and community benefit.

Indicators

School authority leaders model a coherent approach to workplace wellness planning when

1. The plan addresses the wellness needs of all leaders, teachers, staff, and students within the physical, mental, and social-emotional dimensions of well-being.
2. The plan gathers the people and resources to develop the school authority workplace wellness plan.

Comprehensive

Indicator 1—What Is Our Current State?

| | Just Beginning | | | | On the Road | | | | Almost There | | | | Keep It Up! | | | | |
|--|---|--|--|--|-------------|--|--|--|--------------|--|--|--|-------------|--|--|--|--|
| | | | | | | | | | | | | | | | | | |
| We have a workplace wellness approach that is comprehensive. | Leaders | | | | | | | | | | | | | | | | |
| | Physical Needs | | | | | | | | | | | | | | | | |
| | Mental Needs | | | | | | | | | | | | | | | | |
| | Social – Emotional Needs | | | | | | | | | | | | | | | | |
| | Teachers | | | | | | | | | | | | | | | | |
| | Physical Needs | | | | | | | | | | | | | | | | |
| | Mental Needs | | | | | | | | | | | | | | | | |
| | Social – Emotional Needs | | | | | | | | | | | | | | | | |
| | Staff | | | | | | | | | | | | | | | | |
| | Physical Needs | | | | | | | | | | | | | | | | |
| | Mental Needs | | | | | | | | | | | | | | | | |
| | Social – Emotional Needs | | | | | | | | | | | | | | | | |
| | Students | | | | | | | | | | | | | | | | |
| | Alberta school authorities are already involved in student wellness planning and implementation through the Comprehensive School Health framework supported by Ever Active Schools, Alberta Health Services, and others. If school authorities choose to supplement their student wellness planning utilizing this planning tool, the dimensions contained in the Leaders, Teachers and Staff sections above may apply. | | | | | | | | | | | | | | | | |

Practices to Consider

- Create partnerships to coordinate development of comprehensive workplace wellness planning in your school authority. Suggested partnerships: AHS School Health & Wellness Promotion Team, ASEBP (workplace wellness consultants and Employee Family Assistance Program), Ever Active Schools, etc.

Integrated






Indicator 2—What Is Our Current State?

| | Just Beginning | | | | On the Road | | | | Almost There | | | | Keep It Up! | | | | |
|---|--|--|--|--|-------------|--|--|--|--------------|--|--|--|-------------|--|--|--|--|
| | | | | | | | | | | | | | | | | | |
| We have a workplace wellness approach that is integrated. A committee representing staff and community partners with defined roles and responsibilities is in place. (For further details see Condition 4.) | Working committee representing staff members across various roles and community partners | | | | | | | | | | | | | | | | |
| | Resources are allocated to support an integrated approach (e.g. dedicated staff) | | | | | | | | | | | | | | | | |








Practices to Consider

- Build coherence between the workplace wellness plan and other school authority plans (e.g. OH&S, human resources, curriculum, etc.).
- Complete the Idea Readiness Tool from ASEBP’s “The Wellness Sandbox” (see resources below).

Our Plans

|  What Will We Do?  |  Timeline |  Budget Implications |  Most Responsible |
|---|--|--|---|
| | | | |

Selected Resources

-  Working Together to Support Mental Health in Alberta Schools: https://education.alberta.ca/media/3576206/working_together_to_support_mental_health.pdf
-  AHS <https://www.healthiertogether.ca/healthy-places/workplace/>
-  AHS School Health Promotions Team <https://www.albertahealthservices.ca/info/hcy.aspx>
-  ASEBP Idea Readiness Tool <https://www.thewellnesssandbox.ca/public/download/documents/15417>
-  ASEBP Wellness Sandbox <https://www.thewellnesssandbox.ca/>
-  ASEBP Employee Wellness <https://www.asebp.ca/my-benefits/employee-wellness>
-  Ever Active Schools <https://everactive.org/>
-  School Mental Health Ontario: <https://smho-smsso.ca/>
-  Respect in Schools: <https://www.respectgroupinc.com/respect-in-school>; <https://mb-rischool.respectgroupinc.com/>
-  Pan-Canadian Joint Consortium for School Health: <http://www.jcsh-cces.ca/>

Workplace Wellness Condition #2

Leadership, Shared Vision, and Commitment

Description

School authority leaders provide leadership when they support the development of a shared vision and demonstrate a commitment to workplace wellness.

Indicators

Commitment to a workplace wellness approach is demonstrated when school authority leaders

1. Support and communicate a shared and aligned vision that was collaboratively developed.
2. Advocate for and model the school authority's workplace wellness plan.


Creating the Vision

Indicator 1a)—What Is Our Current State?

We engaged members throughout our school community to create a shared vision that is based on the comprehensive and integrated approach for supporting workplace wellness.

| Just Beginning | On the Road | Almost There | Keep It Up! |
|----------------|-------------|--------------|-------------|
| | | | |

Practices to Consider

-  Organize a school authority committee that may include support staff, teachers, wellness champions, school-based leaders, system-level leaders, trustees, school council representatives, and relevant community partners such as AHS, ASEBP, Ever Active Schools, Universities, and others as appropriate.


Aligning the Vision

Indicator 1b)—What Is Our Current State?

Our vision for workplace wellness is coherent with our three-year education plan, policy, and/or relevant administrative procedures.

| Just Beginning | On the Road | Almost There | Keep It Up! |
|----------------|-------------|--------------|-------------|
| | | | |

Practices to Consider

-  Build a shared language that facilitates communication and collaborative planning between school and school authority staff, between schools and students and their families, and between schools and community partners (e.g. book study, guest speaker).





Commitment to a Vision

Indicator 2—What Is Our Current State?






School authority leaders support the conditions and resources necessary to implement the workplace wellness plans and regularly and consistently communicate this throughout the school authority and to the school community.

| Just Beginning | On the Road | Almost There | Keep It Up! |
|----------------|-------------|--------------|-------------|
| | | | |





Practices to Consider

-  Promote appropriate messaging to build understanding of workplace wellness among all stakeholders.
-  Provide resources to support comprehensive workplace wellness.
-  Communicate workplace wellness as a school authority priority.
-  Engage students, families, staff, trustees, and community partners regularly.

Our Plans

|  What Will We Do?  |  Timeline |  Budget Implications |  Most Responsible |
|--|---|---|--|
| | | | |

Selected Resources

-  Beyond the Binder: <https://mccconnellfoundation.ca/report/beyond-the-binder/>
-  National Alliance for Healthy School Communities: <https://phecanada.ca/activate/healthy-school-communities/canadian-alliance-healthy-school-communities>
-  Workplace Wellness Discussion Kit: <https://www.edcan.ca/articles/well-at-work-discussion-activities/>
Note: Must be a member of the EdCan Network to access this resource
-  WellAhead: <https://www.wellahead.ca/>

Workplace Wellness Condition #3

Evidence and Research

Description

School authority workplace wellness approaches are effective when they are evidence- and research-based.

Indicators

School authority leaders demonstrate an evidence- and research-based approach when the workplace wellness plan

1. Is based on data collected that informs which practices to implement.
2. Includes evidence collected over time to better understand the impact of workplace wellness practices.

Evidence-Informed Practice and Research

Indicator 1—What Is Our Current State?

Research, evidence-informed practices, and interventions to support workplace wellness have been considered.

Just Beginning
On the Road
Almost There
Keep It Up!

Practices to Consider

- Implement high yield social-emotional well-being practices such as gratitude, SEL, emotional intelligence.
- Implement high yield physical well-being practices that are related to activity, nutrition, and sleep.
- Implement high yield mental well-being practices such as resilience development, positive psychology, cognitive-behavior therapy, etc.

Evidence of Impact

Indicator 2—What Is Our Current State?






The school authority is collecting evidence over time to better understand the impact of workplace wellness practices.

Just Beginning
On the Road
Almost There
Keep It Up!


Practices to Consider

- Analyze organization data (e.g. data such as absence rates, short- and long-term disability costs, and mental health and anxiety medication rates).
- Analyze other school authority data (e.g. accountability survey data, other education plan and/or results report data, and engagement surveys).
- Conduct other workplace wellness audits as appropriate. This is not an exhaustive list. See the [Padlet](#) for links to these and additional resources.
 - Mental Health Commission of Canada National Standard for Psychological Health and Safety in the Workplace assessment tool entitled “Guarding Minds at Work”
 - Alberta Health Services: Healthier Together
 - Wellbeing Finder
 - School Mental Health Ontario - Leading Mentally Healthy Schools reflection tool
- Implement evidence-based practice that supports scalable and sustainable workplace wellness.

Our Plans

|  What Will We Do?  |  Timeline |  Budget Implications |  Most Responsible |
|---|--|--|---|
| | | | |

Selected Resources

-  Research resources such as WellAhead, Ever Active, AHS Healthier Together, EdCan Network, ASEBP, and others
-  Dr. Graham Lowe, 2020. *Creating Healthy Organizations Taking Action to Improve Employee Well-Being*. University of Toronto Press <https://grahamlowe.ca/>
-  Palix Foundation <https://www.palixfoundation.org/>
-  Dr. Jody Carrington <http://www.drjodycarrington.com/>
-  Stuart Shanker <https://self-reg.ca/>

Workplace Wellness Condition #4

Roles and Responsibilities

Description

Workplace wellness can best be achieved when all partners share responsibility and ownership for planning and implementation.

Indicators

School authority leaders work with their community to share responsibility for the workplace wellness plan when

1. Roles and responsibilities within the school authority and among key partners enable collaboration for joint planning and implementation and
2. School authority and school staff collaborate with community partners to identify best, promising, and emerging practices related to workplace wellness considering staff and students.




Clarity of Roles Within the School Authority

Indicator 1—What Is Our Current State?

The roles and responsibilities of both the school and the school authority's for workplace wellness are identified and clearly communicated.

Just Beginning
On the Road
Almost There
Keep It Up!

Practices to Consider

-  Align roles and responsibilities with an integrated and comprehensive approach.
-  Plan and implement a dedicated position and role description related to workplace wellness.
-  Define committee members' roles and responsibilities and terms of reference for the steering and working committees.





Understanding Service Pathways

Indicator 2—What Is Our Current State?






School staff, students, their families, and community partners understand pathways to, through, and from services for students who require additional academic, mental, and social-emotional well-being supports and services.

Just Beginning
On the Road
Almost There
Keep It Up!





Practices to Consider

-  Invite appropriate school authority and school staff to be represented on partner and community committees.
-  Invite appropriate partner and community groups to be represented on school authority committees.
-  Create understanding and agreement about the roles and responsibilities of the school authority and partners relative to the continuum of supports.
-  Identify roles and responsibilities for the identification of school-based mental health and addictions prevention activities and resources.

Our Plans

|  What Will We Do?  |  Timeline |  Budget Implications |  Most Responsible |
|--|---|---|--|
| | | | |

Selected Resources

-  Zone 6 - Moving and Choosing: <http://www.movingandchoosing.com/aboutus>
-  ASEBP workplace wellness consultants offer proactive programs and services that assess and make recommendations to support individual and school authority health
-  Sample role descriptions in the CASS Resource Library coming soon
<https://cassalberta.ca/resources/resource-library/>
-  AHS Collaborative Learning Approach (in development) and Jigsaw Collaborative Response Model: both are cross-sectoral collaborative models that address pyramids of intervention across a wide range of required supports <https://www.jigsawlearning.ca/>

Workplace Wellness Condition #5

Systemic Professional Learning

Description

Planned on-going and comprehensive professional learning provides opportunities for all school community members to acquire the knowledge, skills, and attitudes to promote and implement well-being approaches for themselves, one another, and the students they teach.

Indicators

School authority leaders demonstrate a commitment to systemic professional learning when

1. A workplace wellness professional learning plan is comprehensive and integrated with the school authority’s overall professional learning plan.
2. The workplace wellness plan provides for professional learning related to self-care as well as supporting staff and student wellness.

Planning for Comprehensive Professional Learning

Indicator 1—What Is Our Current State?

Professional learning opportunities for the school community align with our shared vision for workplace wellness focused on self-care and support for the well-being of others.

| Just Beginning | On the Road | Almost There | Keep It Up! |
|----------------|-------------|--------------|-------------|
| | | | |

Practices to Consider

- Utilize a comprehensive approach to professional learning planning.
- Seek local expertise for on-site professional learning opportunities when appropriate.
- Encourage inclusion of professional learning opportunities related to workplace wellness in professional growth plans as referenced in TQS, LQS, and CASS Professional Practice Profiles for SLQS.
- Provide opportunities for school staff and community partners to understand the connections between wellness, positive mental health, brain development, and learning.
- Consider opportunities such as AHS Mental Health Curriculum, AHS Mental Health “Go To” educator training, AHS Community Helpers, and Mental Health First Aid.

Planning for Evidence-Based Professional Learning

Indicator 2—What Is Our Current State?






Professional learning opportunities for staff and other school community members, as appropriate, is built on research and/or evidence and aligns with our shared vision for workplace wellness.

| Just Beginning | On the Road | Almost There | Keep It Up! |
|----------------|-------------|--------------|-------------|
| | | | |

Practices to Consider

- Provide professional learning that creates awareness, understanding, and a commitment to action focused on self-care.
- Provide professional learning that is focused on supporting the wellness needs of the school community.

Our Plans

|  What Will We Do?  |  Timeline |  Budget Implications |  Most Responsible |
|---|--|--|---|
| | | | |

Selected Resources

 CASS Planning for Implementation <https://cassalberta.ca/planning-for-implementation/>

See: A Guide to Support Implementation: Essential Conditions

See: A Guide to Comprehensive Professional Development Planning

 CASS Practice Profiles <https://cassalberta.ca/resources/practice-profile/>

Resources indicated in conditions 1–4 may be very appropriate as part of a workplace wellness professional learning plan.

CASS Workplace Wellness



The Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Alberta Education February 2018

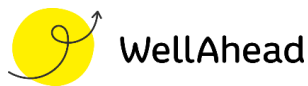


- ✓ Building Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Visionary Leadership
- ✓ Leading Learning
- ✓ Ensuring First Nations, Métis and Inuit Education for All Students
- ✓ School Authority Operations and Resources
- ✓ Supporting Effective Governance



Appendix 1

CASS/WellAhead Project Overview



The McConnell Foundation is a national private family foundation that applies innovative approaches to social, economic and environmental challenges. WellAhead, McConnell's initiative in school-based child and youth mental health and well-being, launched in 2015 in BC, followed by investments in Ontario and initial work in Alberta in 2017.

CASS has identified **Wellness** as a subject in need of continued focus. It is noted in CASS's Strategic Plan, the Resiliency in Leadership work and is a required component within the SLQS.

School authorities throughout the province are engaged in some excellent work in the area of wellness. The CASS/WellAhead collaboration has, as its focus, supporting school authority system leaders in the enhancement of the work around whole system wellness, especially as it might pertain to mental well-being.

The three main goals of the initiative include:

1. To increase the number of school authorities that reflect physical, mental and social-emotional well-being, in the context of wellness, as a key priority.
2. To increase the understanding among decision-makers at the system, school and policy-maker levels of key elements to school authority integration of mental well-being.¹
3. To increase understanding among decision-makers at the system, school and policy-maker levels of the importance of workplace wellness in K-12 education.

Key elements of the approach may include:

- Focus on understanding system and school leaders needs for professional learning, peer to peer connection, and resources on the topic of mental well-being
- Initiate conversations with all school authorities across the province to learn more about context, success and challenges to date.
- Align mental well-being strategies in the Professional Practice Standards for Superintendents and School System Education Leaders
- Connect school system leaders and wellness-related partners and initiatives across Alberta
- Consider how mental wellness may be embedded into the new draft curricula

CASS will also collaborate with the University of Alberta and UBC – Okanagan to support development of **School District Case Studies**. Case studies will focus on **how and why** school communities are able to shift their district culture to one that prioritizes and promotes wellbeing. Case studies will be completed in Alberta and BC and shared nationally.

WellAhead and CASS continue to welcome input and feedback on how the work in Alberta can complement and align with related initiatives and efforts in the province.

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¹ <https://arpdcresources.ca/consortia/working-together>




Appendix 2

School Authority Self Assessment—Workplace Wellness

Use this table to assess the current state of your workplace wellness.

| CASS Workplace Wellness Framework Condition & Description | Indicators of Implementation | Current State | | | |
|--|---|----------------|-------------|--------------|------------|
| | | Just Beginning | On the Road | Almost There | Keep It Up |
| A Comprehensive and Integrated Approach When school authority leaders allocate time, provide resources, and demonstrate a commitment to a comprehensive and integrated approach to workplace wellness, the staff, organization, and community benefit. | School authority leaders model a coherent approach to workplace wellness planning when | | | | |
| | 1. The plan addresses the wellness needs of all leaders, teachers, staff, and students within the physical, mental, and social- emotional dimensions of well-being. | | | | |
| Leadership, Shared Vision, and Commitment School authority leaders provide leadership when they support the development of a shared vision and demonstrate a commitment to workplace wellness. | Commitment to a workplace wellness approach is demonstrated when school authority leaders | | | | |
| | 1. Support and communicate a shared and aligned vision that was collaboratively developed. | | | | |
| Evidence and Research School authority workplace wellness approaches are effective when they are evidence- and research-based. | School authority leaders demonstrate an evidence- and research-based approach when the workplace wellness plan | | | | |
| | 1. Is based on data collected that informs which practices to implement. | | | | |
| Roles and Responsibilities Workplace wellness can best be achieved when all partners share responsibility and ownership for planning and implementation. | School authority leaders work with their community to share responsibility for the workplace wellness plan when | | | | |
| | 1. Roles and responsibilities within the school authority and among key partners enable collaboration for joint planning and implementation. | | | | |
| Systemic Professional Learning Planned on-going and comprehensive professional learning provides opportunities for all school community members to acquire the knowledge, skills, and attitudes to promote and implement well-being approaches for themselves, one another, and the students they teach. | School authority leaders demonstrate a commitment to systemic professional learning when | | | | |
| | 1. A workplace wellness professional learning plan is comprehensive and integrated with the school authority's overall professional learning plan. | | | | |
| | 2. The workplace wellness plan provides for professional learning related to self-care as well as supporting staff and student wellness. | | | | |



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We appreciate any sharing of adaptations to further our learning.
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