CASS
College of
Alberta School
Superintendents

Workplace Wellness
for Alberta School Authorities

PLAYBOOK

To Support the Planning and Implementation Guide

WELLNESS

Table of Contents

The College of Alberta School Superintendents (CASS) sincerely thanks the following members and partners for their contributions to the Community of Practice activities which resulted in this Workplace Wellness Playbook.

Workplace Wellness Conditions: An Overview of the CASS Framework

The CASS Workplace Wellness for Alberta School Authorities - A Planning and Implementation Guide (The Guide) has been informed and guided by the contributions of school authority leaders from around the province: CASS and its Board of Directors along with the Wellness Advisory Committee, the Alberta government document titled, Working Together to Support Mental Health in Alberta Schools, The Guide to Support Implementation: Essential Conditions, the Comprehensive School Health Framework, School Mental Health Ontario, Beyond the Binder co-developed by the McConnell Foundation and the University of Alberta, Alberta Health Services, the Alberta School Employee Benefit Plan, Alberta Education, and many other organizations from across Canada. An analysis of approaches and conversations led to the development of the CASS framework designed to focus on the needs of system leaders in relation to workplace wellness.

How Does CASS Define Workplace Wellness?

Workplace Wellness Conditions

Based on research, practice, and work references, five conditions appear to have the potential to support system leaders as they work collaboratively with their teams 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**

Supporting implementation of School Authority Workplace Wellness Plans CASS 2020

Personal *and* Workplace Well-Being

Healthy organizations and workplaces are best when made up of people who are healthy. Well-being is a very personal concept; this can mean many things to different people. CASS has utilized the original dimensions of wellness as indicated in The Guide; namely **physical, mental, and social-emotional well-being**. We encourage individuals and organizations to broaden these dimensions as each context might suggest. The Guide and this Playbook are intended to start conversations rather than including prescriptive terms, resources and practices. These three dimensions are interpreted in many ways, which may complicate the idea of individual and organizational well-being concepts. For example, many personal well-being ideas resulting from but not limited to the COVID-19 pandemic include the concept of efficacy, the confidence and competence to succeed. This concept alone can include diverse ideas such as professional learning and workload, for example. What these concepts and many others have in common is that they can positively impact one's sense of personal well-being. The more confident and competent (efficacy) a person feels they are, the more likely that same person is to feel a stronger sense of well-being (Schleicher, 2018).

Superintendent Leadership Quality Standard

Professional Practice Standards

The Purpose of the Playbook

The main purpose of the playbook is to support and enhance The CASS Workplace Wellness Planning and Implementation Guide (The Guide). It is intended to assist Alberta's school authority leaders by providing a menu of workplace wellness practices from which to choose. Each school authority designs their own plan based on the conditions of the framework and the context of its community. However, the CASS Community of Practice committee is very hopeful that together, the CASS Guide to Workplace Planning and Implementation along with the padlet of resources and this playbook will provide for some quick traction in your planning. The workplace wellness work supports the Superintendent Leadership Quality Standard (SLQS) and the SLQS and System Education Leader (SEL) Practice Profiles. To meet the professional practice standards, CASS believes that all teachers, school leaders, and system leaders need to be well.

Why the term "playbook?"

Well...it sounds more fun than "workbook," does it not? The metaphor is related to a football playbook which is a collection of offensive and defensive plays, or strategies, based on the context of the other team's plays. These plays are implemented and practiced with great precision and repetition until the plays become habits over time.

Why the term "practices" rather than "strategy?"

The term "practices" strongly infers strategy over time, forming habits that "stick." We are aiming for "beyond the binder" rather than a supernova star which explodes with energy and then fades into oblivion (or collects dust on a shelf).

How to Use This Playbook

The Guide and this accompanying Playbook are intended to support and inform school authority leaders in collaborative conversations, resulting in the development of a school authority workplace wellness plan. Each plan will lead to support for the implementation of a comprehensive and integrated approach to workplace wellness. The planning resources are intended for each school authority's use within its own context and specific workplace wellness planning needs. The content is not meant to be prescriptive or linear. Addressing all conditions for all staff will provide for a comprehensive and integrated approach to workplace wellness.

This Playbook is intended to support the CASS Workplace Wellness Guide to Planning and Implementation. The Guide has two forms, printable PDF and fillable PDF versions. It is important to have ready access to this **Playbook, the Guide, and the Padlet of Resources** throughout the planning process. These three resources are intended to support one another and to reflect the feedback as described in the <u>CASS Wellness Environmental Scan and Needs Assessment</u>. Click the following icons or titles to access each resource:
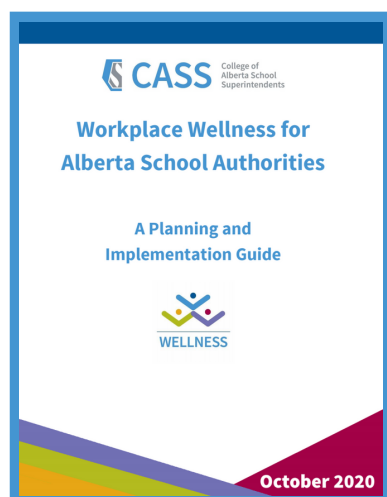
The Guide
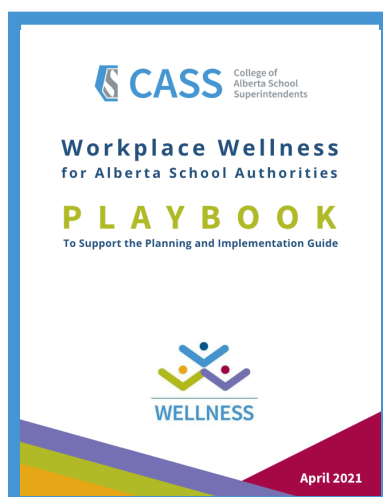
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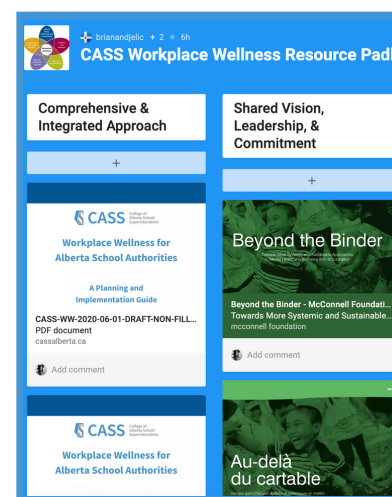
Padlet of Resources

Not all practices and resources will be utilized by all school authorities.

Practices and resources not found in this playbook may be included by any school authority. We have intended to provide a menu of choices of sample practices and resources based on each school authority context.

Think Big
Start Small!

This playbook contains a LOT of information and options. We suggest you start with one condition of STRENGTH and move through the conditions in any order that makes sense to your team in a realistic time frame.

Implementation - Formula for Success

The purpose of implementation is to create processes that will impact, sustain, and scale the outcomes for your workplace wellness plan.

Active Implementation Framework and Formula for Success

The Active Implementation Framework below helps define:
- **WHAT** needs to be done (effective interventions and innovations to address the outcomes of your plan)
- **HOW** to establish what needs to be done in practice
- **WHO** will do the work to accomplish positive outcomes (effective implementation)
- **WHERE** effective intervention and effective implementations will thrive (enabling contexts)
- and **WHO** is involved.

EFFECTIVE INNOVATIONS	✕	EFFECTIVE IMPLEMENTATION	✕	ENABLING CONTEXTS	=	SOCIALLY SIGNIFICANT OUTCOMES
CASS Workplace Wellness Planning and Implementation Guide, Resource Padlet, and Practice and Resource Playbook		**A Guide to Support Implementation: Essential Conditions** *Shared responsibility Culture of learning Shared vision Leadership Research and evidence Resources Professional Growth Time Community Engagement*		**You and Your School Authority Partners & Networks**		**Healthy organizations, leaders, staff, and students**

(National Implementation Research Network)

CASS College of Alberta School Superintendents WELLNESS

When all is said and done, our dream is to allow for everyone associated with Alberta school authorities to be able to work in safe and healthy workplaces. We hope the playbook might contribute to that end-in-mind. We recognize that this dream can only become a reality with determined ownership over time.

Community of Practice (CoP) members represented process and practice considerations for their context based on their interpretation of each of the following five conditions as expressed in the CASS Workplace Wellness Guide to Planning and Implementation.

Jim McLellan and Brian Andjelic
CASS Directors of Leadership Learning for Wellness

WELLNESS

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. Below are relevant definitions from The Guide; 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 refers to planning that gathers the people and resources needed to develop the school authority wellness plan.

Indicators

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

Indicator 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.

Indicator 2

The plan gathers the people and resources to develop the school authority workplace wellness plan.

**The above description and indicators are taken directly from The Guide.
The processes, practices, and resources that follow reflect Community of Practice (CoP) members' interpretations of these indicators based on their school authority contexts.**

Introduction

A healthy workplace is one where employers:
- Work with employees to achieve a shared vision of well-being.
- Embed well-being outcomes into organizational operations and corporate culture.
- Provide an environment and establish work processes to protect and promote physical, mental, and social-emotional well-being for their employees. Alberta school authorities expand on these dimensions as their context and planning might determine.
- Empower leaders, employees and students to increase efficacy related to their own wellness.

The links below provide additional information on the WHO's original well-being dimensions:
- Physical Well-being: Healthy Schools, Healthy Staff, Healthy Students
- Mental Well-being: Mental Health Commission of Canada
- Social-Emotional Well-being: https: WellAhead
- Morneau Shepell is a human resources services and technology company headquartered in Toronto. Their website offers a number of wellness-related resources on a wide variety of well-being dimensions including this report: Understanding Mental Health

To move forward with the creation of a workplace wellness plan system leaders will need to start with facilitating an organization's creation of a collective "Why". This begins by engaging all those that will be impacted by a workplace wellness plan. As a group comes together you will hear about programs, practices or strategies that individuals wish to advocate for. The essence of creating a school authority workplace wellness plan is ensuring it is comprehensive and integrated. This means that you will incorporate various programs, practices and strategies that address all audiences and all dimensions of well-being.

Well-designed and effectively implemented workplace wellness plans can reduce:

- Absenteeism
- Presenteeism
- Staff turnover
- Health benefit costs
- Long term disability costs
- AND promote an overall culture of efficacy and wellness.

DID YOU KNOW?

Well-being is a 4.5 trillion dollar industry annually (Cederström & Spicer, 2015). Possessing clarity on **why** and **what** you are focused on is essential as it is easy to be sidetracked by good ideas and what the industry tells us is important to pay attention to.

> 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 wellbeing, it is increasingly recognized that **more systemic and sustainable solutions are required to address these issues over the long-term . . . the wellbeing of teachers, staff and leaders needs to be addressed as part of a whole-school, whole-system approach.**
>
> **Beyond the Binder (2020)**

Indicator ❶

The plan addresses the wellness needs of all leaders, teachers, staff, and students within the physical, mental, and social- emotional dimensions of well-being.

Indicator ❷

The plan gathers the people and resources to develop the school authority workplace wellness plan.

Creating a Culture of Wellness

Considerations for addressing Indicator 1 and 2 (above) for a comprehensive, integrated approach:

Practices to Consider

Navigating the Political Landscape

The ability of an organization to create a shared vision and "buy-in" is crucial to the success of any implementation. If some of your stakeholders do not see or hear their voice in the conversation they may choose to undermine or find ways to block success. The politics of who is at the table and how they got invited to participate can be as critical to your success as the plan itself. Examples of ways to navigate your political landscape are:

→ It is important that you have the support of your Board when you are planning. Your Board can allocate funds, clear barriers, communicate with stakeholders and advocate on a Provincial level to ensure success of your plan. As you are operationalizing their vision for education, it is important that your Board consider your workplace wellness plan as part of that vision.
  - Operational staff and governance leaders collectively have responsibilities related to wellness.

→ Consider formal representation from <u>all groups</u> in your school authority (e.g., ATA, CUPE). Just tapping folks with passion for the work to join may not be enough if key stakeholders are not formally at the table.

→ Include community wellness partners as you plan and implement as they may align with you to support coherence in language and action across your community or municipality. They may also be able to access grants that you cannot.
  - <u>AHS</u>, <u>ASEBP Wellness Resources</u>, <u>Moving and Choosing of South East Alberta</u>, Chamber of Commerce, Southern Alberta Assault Response Center, and many more!

💡 Resources and Exemplars

- Medicine Hat Public Schools believed that when working to create wellness in a school authority it was important to consider as many voices in creation of a shared vision, process for actions, and execution of a plan. See links to check out their work:
  - <u>Wellness Advisory Committee</u>,
  - <u>Teacher Voice Committee</u>,
  - <u>Employee Wellness Data.</u>
- <u>Elk Island Catholic Schools Wellness Administrative Procedure</u>
- <u>Elk Island Catholic Schools Assurance Dashboard</u>

Practices to Consider

Getting Started

- Hexagon Readiness Tool: Padlet, Column 2, "Comprehensive and Integrated Approach."
- Idea Readiness Tool from Place Research Lab, School of Public Health, University of Alberta.
- School Authority Self-Assessment Tool: Page 18 of The Guide.

Practices to Consider

Getting Your Initiative Across the Finish Line

- Begin with a shared purpose or outcome.
- Establish opportunities for all employee groups to engage in the vision, design of the plan, and implementation and refinement processes to increase engagement.
- Consider creating a timeline based on your outcome or "why."
- Build wellness into the school authority education plan by including a budget in order to provide sustainability and intentionality.

Practices to Consider

Consistent and Aligned Policy

Critical to creating a culture of wellness is the notion that commitment to the outcomes permeates all aspects of the function of the system. While stand-alone wellness initiatives may have a positive impact on the wellness of some, the greatest impact is achieved when system structures, and the attitudes of those charged with guiding and supporting them, are aligned to be respectful, consistent, competent, integrated and comprehensive. The greatest impact on wellness that a school jurisdiction can influence is the very nature of the workplace.

Tony Robbins identified six core human needs: certainty, adventure, love, recognition, contribution and growth. While one might be inclined to dismiss this list as the musing of one who has monetized giving advice to people about life and prosperity, his list encapsulates the findings of many researchers of healthy organizations and their members. Healthy organizations seek to ensure that the work they do, and the way that it is done, is supportive of individuals' efforts to have these needs met; at the very least, they seek not to harm the efforts of their people through thoughtlessness.

Consistent commitment to workplace wellness includes the alignment of policies, processes and practices which support employees in achieving personal well-being. Examples of jurisdictional commitments that demonstrate alignment with wellness as an element of organizational ethos include:

- Growth, supervision and evaluation policies and practices that are built on on-going, teacher driven, and meaningful, dialogue about professional practice (efficacy).
- Meaningful and transparent engagement with staff around issues critical to their work; such engagement must produce real and meaningful change where it is supportive of staff and beneficial to students.
- Staffing and transfer processes that are predictable, timely and transparent.
- Principled leadership practices that include honest and timely feedback regarding professional/job performance.
- Policies and practices support equity in the distribution of formal and informal authority.
- Openness to research supported risk-taking, accompanied by true support for the risk taker.
- Active engagement with front-line workers to understand the differential impacts of community-based variables (race, socio-economics, demographics) on their work and a willingness to differentially resource individuals and schools to account for the realities each face.

- Supporting continued connection (voluntary) for staff on leave so that, upon their return, they feel fully part of the organization.
- Align the various health and wellness projects currently within the school authority into the workplace wellness plan.

Practices to Consider

System Structures to Support Wellness Planning

Aside from policy, how our system is organized and operationalized has a place in dictating success or failure of a workplace wellness plan. Are there inherent barriers in place through your framework that will work in opposition to your plan? Have you considered your culture in your system planning? Here are some things to consider when evaluating if your system is designed to support your wellness plan:

→ What do we normalize in workplace behaviour? If you have a pocket of behaviour that is normalized that actually erodes feelings of safety it will undermine any of your best efforts to create a safe and caring workplace that supports the wellbeing of all staff. For example, "That's just Margaret," is an appropriate response to workplace bullying. While others have been held accountable for their behaviour, is polarizing. What is accepted, championed and tolerated in a workplace will be a reflection of "how well" a workplace can expect to achieve.

→ Leaders need to commit to the structures they have created for the system. They need to deal with the hard consequences of moving through a process, whether it is for evaluation, investigation, or accountability. Your ability to create wellness will be negated if there are people in the organization that appear to be able to live outside of policy and procedure.

→ ALL of the people in your organization need to be held responsible for wellness. There are wonderful examples of schools where the custodian was the bringer of joy. Who are your joy bringers and how are you celebrating them? A system can create frameworks to support wellness, but home/work balance is a personal responsibility. Each person must see themselves as having the responsibility to personalize wellness for themselves and bring joy to the organization as they are able.

Practices to Consider

Communication

Well-being is a continuum that is dynamic and connected across multiple dimensions as defined by CASS and/or your school authority. CASS defines well-being based on the World Health Organization dimensions of wellbeing; physical, mental and social-emotional well-being. School authorities are encouraged to apply additional well-being dimensions as they decide for their local context.

Communication strategies should consider wellness as it relates to the work that occurs within each school authority. Workplace wellness is not isolated from contextual factors. There is a need for integrated, effective, and efficient wellness support, including communication, in the workplace.

- Building a wellness network with ties within the community could potentially create a trusted and preventative support system that could identify individuals who are needing more intensive mental health therapy and intervention. Actively seek partnerships with nonprofits and community organizations engaged in this work.

Communication (con't)

- Support a community led, collaborative, and entrepreneurial approach for service delivery: early detection, prevention and treatment to avoid duplication and reduce service delivery costs.
- Ensure the HR team, wellness team and system leaders have a thorough understanding and are in support of the wellness plans being implemented.
- Provide an avenue for questions and to express ideas or concerns that is responsive and collaborative.
- Wellness is not something we do to or at someone, rather, alongside.
- Content needs to be appealing - ie) counselling or coaching as opposed to therapy, Culture needs to generate excitement, Connection should be personalized to appeal to particular employee groups.
- Ever Active Schools offers a communication toolkit as part of their Comprehensive School Health online course. This tool can be found in column 2, "Comprehensive and Integrated Approach", in the padlet of resources.
- The McConnell Foundation's WellAhead Initiative has tested two innovative practices related to communicating about workplace wellness. This report can be found here.
- Making the Case for Workplace Wellbeing in K-12 Education includes a summary of a recent research study that brings to light ways to more effectively communicate the issue of teacher and staff well-being to increase buy-in.

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:

Indicator 1

Creating and Aligning the Vision: Support and communicate a shared and aligned vision that was collaboratively developed.

Indicator 2

Commitment to a Vision: Advocate for and model the school authority's workplace wellness plan.

**The above description and indicators are taken directly from The Guide.
The processes, practices, and resources that follow reflect Community of Practice (CoP) members' interpretations of these indicators based on their school authority contexts.**

Introduction

The creation, alignment, and ongoing commitment to a vision for Workplace Wellness are three interconnected and ever evolving components that system leader's model when they demonstrate leadership towards workplace wellness.

Considering the current state in relation to all indicators for the Leadership, Shared Vision, and Commitment Condition supports Wellness Planning teams in understanding where the next 'right place' to focus on is - rather than a linear process, view these indicators as a set of interrelated areas of focus.

Consider the indicators as a needs inventory that should be returned to periodically. As contexts shift and/or new understandings emerge, planning teams should return to these indicators to understand how best to move forward with creating and sustaining a vision for Workplace Wellness that permeates the culture. Evidence of uptake will be observed in the policies, procedures and practices within the division.

① Creating the Vision

② Commitment to a Vision

① Aligning the Vision
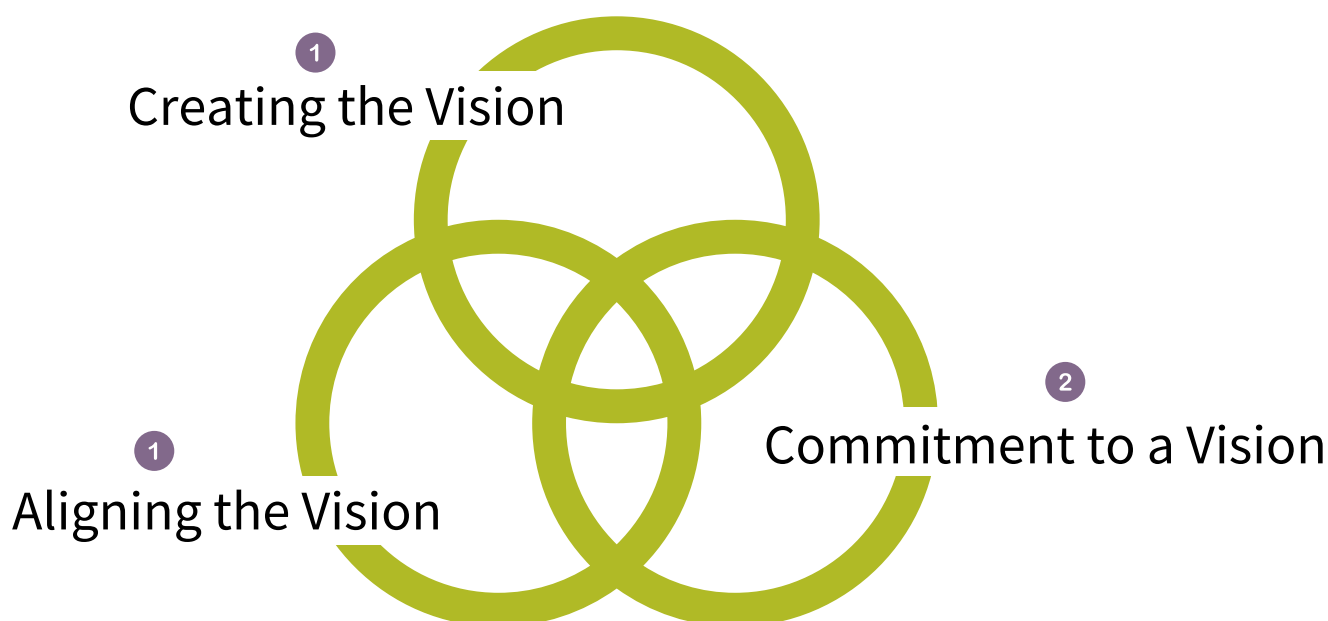
STEP 1: SELF ASSESSMENT

Use the indicators in the CASS Workplace Wellness Guide to take stock of your school authority's strengths and areas of need related to *Leadership, Shared Vision, and Commitment* using the 'What Is Our Current State' ratings.

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.

STEP 2: ARTICULATING A FOCUS

Given the results of the self-assessment, found on page 18 of The Guide, identification or refinement of a problem of practice you are hoping to address helps to focus your efforts and identify the vision you are working towards.

Outcome and implementation research is clear that if you are not getting the results you hoped for then you probably have not understood the issue well enough. As you work towards the identification of the problem, contemplate:

- systemic barriers to practicing good health as employees
- what your Wellness Committee has the ability to impact
- the school climate and culture you want to create
- the outcomes or vision you're working toward

With your workplace wellness committee, examine the available data and look for themes. You might draw inspiration for themes, as well as for interpreting themes to sharpen a focus, using the resources for Condition 2 in this Padlet.

QUESTION FOR REFLECTION:
Does the data seem to reflect your perceptions of staff wellness in your school district?

STEP 3: DEFINING OUTCOMES

Define what you hope to do or accomplish:
What will be the outcomes of attending to and facilitating workplace wellness?

Consider your Three Year Education Plan outcomes and how they align with the topic of Workplace Wellness.

Consider the Wasan Island Summary Report "questions" (2018) below:
1. How do we move beyond only promoting self-care strategies for staff to recognizing the broader context of work and life?
2. How can we shift from self-care as a time-limited event in our day to self-care as a lifestyle?
3. What are the systemic and personal barriers that educational staff might face which prevent them from engaging in wellness activities?

Define the unique context your organization brings to the identified outcomes.

If we look at current practices most school authorities are following the same prescribed wellness checklist. Do we feel our staff are currently doing well as a whole with these efforts? Why will your organization be successful where others have failed? What will you do differently? Additional questions to consider:

- How do we make it safe from a humanistic perspective to embrace vulnerability in leadership?
- According to a recent ATA Research Report (3 Phases) by the University of Calgary, Werklund School of Education, educational staff often do not feel safe in expressing their true feelings. How can we be well if we don't create a safe climate to admit when we are not doing well without it being perceived as a sign of weakness?
- How can we celebrate a ritual of letting go before we add something new? Perhaps a Wellness plan simply involves examining current administrative practices that create extra work for school staff with minimal added value and letting these go (Efficacy).
- How do we shift the focus from just student well-being to be inclusive of all the adults in the building and the system?

STEP 4: TAKE ACTION

Depending on your area of focus, select practices to consider from the pages that follow as you engage your school community towards action.

TAKE ACTION
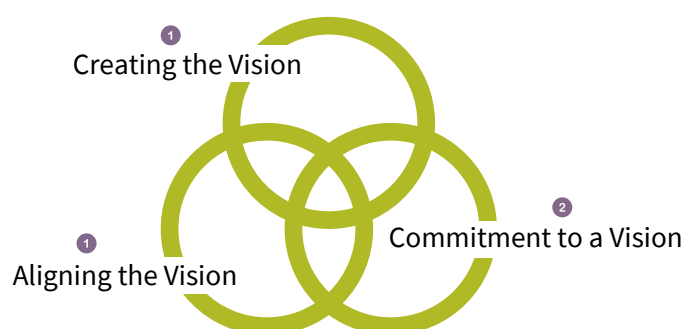
1 Creating the Vision

1 Aligning the Vision

2 Commitment to a Vision

Indicator 1

Creating and Aligning the Vision: Support and communicate a shared and aligned vision that was collaboratively developed.

1
Practices to Consider

Creating the Vision: the first step in an organized and intentional process for implementing a systemic vision for workplace wellness is to explore multiple perspectives to understand the core values of your organization and its people.

→ **Identify Core Values**
  ▪ *Values Sort or Ranking* - each member of the committee ranks what they believe are the school authority's top 5 values. Explore themes, outliers, and open discussion to build towards consensus. Consider doing this with parents or school councils as well.

→ **Invite Voice**
  ▪ *Surveying Perceptions and Needs* - consider engaging staff to understand their needs and perceptions. Involve all members of your district, from support staff to trustees. This Canada Life underlined facilitator guide provides an exemplar framework for the discussion.

→ **Observe to Understand**
  ▪ *School Climate Walk* - what does the current physical environment of our offices and schools say about what we value. Does it align with what we have identified as our core values? While you observe the physical environment, consider using one of these tools while you tour and debrief.
    • Cultures of Thinking Understanding Map
    • Alberta Education's Walk Around Tool - A School Leader's Observation Guide

→ **Make it Visible - Mission and Vision**
  ▪ *Create a Shared Vision Statement* - as a beginning activity, consider using the data from Step 2 above and starting with a Word-Phrase-Sentence protocol to identify themes.
  ▪ Compare the Vision Statements and look for commonalities, wording that resonates with the group, key ideas. (This process needs to happen without judgement). Create a large group Wellness Vision statement. Some examples:
    • Working collaboratively with all education staff, we will co-create the conditions that foster workplace wellness.
    • We will be a school system that employees want to be part of.
    • We will strive to provide all staff with the right resource, at the right time in the right way, to support workplace wellness.
  ▪ ASEBP has created a Vision and Mission Template that may also be helpful in crafting a collective workplace wellness philosophy.

1 Practices to Consider

Aligning the Vision: Is the vision for workplace wellness supported in other guiding documents for your school authority?

→ **Review Ed Plans, Policies, and Procedures**

- *Alignment Check* - with your vision in mind, work in small groups to review 3 year ed plans, policies and procedures. Work in sections. For each section, start by having teams highlight words or phrases that contradict the wellness vision. Compare to find themes. Is there a need to update language, or rewrite sections? What, if anything, needs to be added to support the vision?

→ **Define the Culture Necessary for the Vision**

- *If - Then Visioning* - members of the committee reflect on the vision and complete 'if-then' statements to make visible what it would look like, sound like, and feel like for that vision to be realized within the division. Based on this visioning exercise, the committee makes recommendations for the appropriate audiences (does the enabling change need to happen at the Board level, or the school level, etc.)

Indicator 2

Commitment to a Vision: Advocate for and model the school authority's workplace wellness plan.

2 Practices to Consider

Create a common language to build a shared understanding of workplace wellness among all stakeholders and bring the vision to life.

→ **Spread the Word**

- *Have a Launch for All Staff* - whether it's a celebration style event or a learning day to share key ideas, involve all staff in a day to share the Workplace Wellness vision. Here is an example of one School Authority's Wellness Day slide deck.

→ **Spread it Again**

- *Revisiting with Intention* - encourage school based leaders to include workplace wellness as a standing agenda item in meetings, and include updates in parent communications. Model the way in your own actions and support school administrators in modeling the way for their own staff as well.

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:

Indicator **1**

Is based on data collected that informs which practices to implement.

Indicator **2**

Includes evidence collected over time to better understand the impact of workplace wellness practices.

**The above description and indicators are taken directly from <u>The Guide</u>.
The processes, practices, and resources that follow reflect Community of Practice (CoP) members' interpretations of these indicators based on their school authority contexts.**

Introduction

Evidence and research provides a foundation for "why" a focus on well-being is important. Research and evidence about how your practices are having an impact are important components for building assurance. Gathering the right data provides the evidence required to support the direction being taken, decisions being made and next steps to address your outcomes. There is a growing body of research that explores a vast array of topics related to well-being at all levels.

Evidence and research grounds why a focus on well-being is important. It also provides the data required to support the direction being taken and the decisions being made. Without both of these, good ideas may miss the mark. Well-being in education has a growing body of research exploring a vast array of topics related to wellbeing at all levels. How do we make the best evidence based decisions that support our why: through the use of applicable and relevant data. There are a wide variety of ways to gather the data such as; surveys, focus groups, one on one interviews, and observations.

Evidence varies depending on your why. What is the evidence needed to support why? What data is required to understand the why? What tools would be helpful to provide background and data to drive the decisions being made?

Starting with "why wellbeing" lays the foundation of this work (Condition 1: Comprehensive and Integrated Approach and 2: Leadership, Shared Vision and Commitment) and helps to set your outcomes. You need outcomes for your program so that you can gather data to create evidence that your efforts are having an impact.

1. Based on your outcomes, can you identify what success will look like once the outcomes are achieved?
2. Next step is to determine what data you need and how you will gather it to answer this question.
3. Once you have collected the data and analyzed it you will create the body of evidence you need to know how your workplace wellness plan is addressing your outcome.

Practices to Consider

Practice and Program Review Process

The selection of a data collection instrument that aligns with the CASS Workplace Wellness for Alberta School Authorities Planning and Implementation Guide is a process that is easier to undertake once a collaborative team has established their definition of wellness and also attended to clearly defining their "why." This process brings clarity as to what needs to be measured and can vary depending on each unique context. Identification of which programs, practices and data collection tools to use informs your comprehensive and integrated workplace wellness plan.

Steps to evaluating a data collection tool:

☑ Ensure a solid knowledge base of the _CASS Workplace Wellness for Alberta School Authorities Planning and Implementation Guide_.

☑ Review the CASS Workplace Wellness Framework Overview. See Padlet, Column 1, "CASS Workplace Wellness Planning Documents."

☑ Review if there are any other mandates or requirements that data collection for wellness may support. Data collection can be a timely and costly process. If the data collected could help support additional reporting requirements it may help inform your decision as to which tool is best suited to your needs. Areas to consider:

- Accountability & Assurance Expectations: Could data collected also support local or required measures?
- Professional Standards: Would data collected evidence progress towards teachers, leaders or system leaders quality standards?

☑ Focus back on your system's " Why?"
  - What data is important to the school district?
  - Alignment with conditions requires an analysis of:
    - Data that measures how the environment supports wellness such as: System Processes, Policies, Procedures and Practices.
    - Data that measures how well individuals are within the system.

Many data collection tools on wellness measure certain components of wellness. The components measured may or may not align with what is needed for the system. The background and clarity on what you want to accomplish as a system is crucial in the selection of an appropriate tool for your context.

Practices to Consider

Explore Existing Resources and Practices

→ Review the CASS Workplace Wellness Padlet for recommended resources.

→ Program / Practice / Data Collection Tool Review
- Using the document "School Authority Workplace Wellness Approaches Review Worksheet", collaboratively review the data collection tool/program/practice - **see Appendix 1 and 2.**
- The document provides a variety of questions and categories to consider when reviewing the tool.
- Compare a variety of tools to see which may be best suited to your needs.

School Authority Workplace Wellness Approaches Review Worksheet **TEMPLATE Appendix 1**
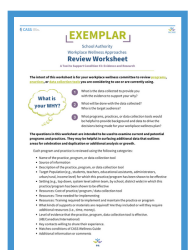
School Authority Workplace Wellness Approaches Review Worksheet **EXEMPLAR Appendix 2**

Explore Existing Resources and Practices (con't)

→ Refer to Appendix 2, page 18, in the <u>CASS Workplace Wellness for Alberta School Authorities Planning and Implementation Guide</u> (The Guide). This provides an opportunity to review that the program, practice, or data collection tool align with the conditions indicated in the Guide.

The review worksheet provided here is intended to identify which approaches to use. Once you have decided to use specific practices or programs you should collect data over time to determine if your choices are having an impact on workplace wellness.

School Authority data available from ASEBP:
- The ASEBP Health Profile Report
- The ASEBP Experience Report
- Homewood Health EFAP Quarterly Reports

Practices to Consider

Data Analysis - Now What?

→ **Analysis**
- Remember your why?
- What process will be used to analyse the data?
- Who needs to be involved in the process?
- What are the categories, themes and findings?
- Is there any data that requires immediate action to ensure safety?

→ **Next Steps**
- The data analysis will inform your why
- What are the results anticipated from the program/practice?
- What must the practice/ program accomplish to be considered successful?
- How will priorities be determined from the data collected?

→ **Move to Action**
- Refer to the Guide to complete your school authority workplace wellness plan.
- Consider Implementation science / processes
- Consider alignment with system planning and school planning processes
- Consider Sustainability
- Monitor and Review/Revise
- Based on the review of the programs, practices and data collected, compare the outcomes of the programs, practices and data collection tools compared to the outcomes for the appropriate conditions as defined in the *CASS Workplace Wellness for Alberta School Authorities Planning and Implementation Guide*.

References and Selected Resources
Condition #3 - Evidence and Research

Pollock, K. 2017. Healthy principals, healthy schools: Supporting principals' well-being. *Education Canada.* Retrieved from https://www.edcan.ca/articles/healthy-principals-healthy-schools/

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:

Indicator 1

Roles and responsibilities within the school authority and among key partners enable collaboration for joint planning and implementation.

Indicator 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.

**The above description and indicators are taken directly from The Guide.
The processes, practices, and resources that follow reflect Community of Practice (CoP) members' interpretations of these indicators based on their school authority contexts.**

Introduction

Shared responsibility is a commitment among education stakeholders. School authority leadership, staff and other key partners develop a shared understanding of and commitment to their respective roles and responsibilities to support implementation of a workplace wellness plan. In some cases implementation support responsibilities might be shared, in other instances they will be more distinct.

Intentionally addressing "roles and responsibilities" requires that school authority and school staff collaborate with key partners to:

- ☑ Engage in the design and delivery of system workplace wellness planning

- ☑ Use a variety of strategies that identify who will be responsible for what, by when, and at what cost

- ☑ Establish what evidence will be accepted to determine that the outcome has been addressed

Adapted from: essentialconditions.ca/essential-conditions/shared-responsibility/

Indicator 1

Roles and responsibilities within the school authority and among key partners enable collaboration for joint planning and implementation.

1 Practices to Consider

Align roles and responsibilities with an integrated and comprehensive approach.

→ **The Who:** all individuals, groups, partners, key stakeholders, and agencies involved in your school authority workplace wellness.

→ **The How:** how do all partners share responsibility and ownership for planning and implementation - how are they connected in the work?

→ Are there gaps in services? Are there opportunities to address those gaps with those identified roles and responsibilities?

→ Do we have inclusive and diverse representation from cultural and social groups?

> **Resources and Exemplars**
> Padlet: https://padlet.com/brianandjelic/avsknjnnzirht9qz
>
> - ASEBP - A Partnership in Wellness
> - Homewood Health Employee Wellness Resources
> - Staff Health and Wellness Supports - Chinook's Edge Infographic
> - Administrative Procedure
>   - Wellness Administrative Procedure - Elk Island Catholic Schools
>   - Health School Communities and Workplaces - Battle River School Division
>   - Health and Wellness Action Plans - Buffalo Trail Public Schools
> - Low German Mennonite Consultant
> - Indigenous Liaison Worker

1 Practices to Consider

Implement a dedicated position and role description related to workplace wellness.

Having a dedicated individual focused on workplace wellness provides additional leadership that can focus more intensely on workplace wellness planning and implementation.

> **Resources and Exemplars**
>
> - Health, Wellness and Attendance Advisor - Medicine Hat Public School Division
> - Elder Role - Wolf Creek Public Schools
> - Health Promotion Facilitator - Alberta Health Services
> - Safety and Wellness Coordinator - Wolf Creek Public Schools

1

Practices to Consider

Define committee members' roles and responsibilities and terms of reference for the steering and working committees.

💡 **Resources and Exemplars**

- Health and Wellness Champions – Chinook's Edge School Division
- Staff Health and Wellness Steering Committee - Chinook's Edge School Division
- Terms of Reference Health & Wellness Steering Committee - Wolf Creek Public Schools. See padlet.

Indicator 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.

2

Practices to Consider

Invite appropriate school authority and school staff to be represented on partner and community committees.

Identify what is already happening in your school authority:

→ What does committee representation look like within our school division? Have we included all partners, social and cultural groups?

→ What does committee representation look like on partner and community committees? Are school authority and staff appropriately represented?

💡 **Resources and Exemplars**

- TCAD - Taber Community Against Drugs
- TCAPS - Taber Community Action Prevention Society
- Staff Health and Wellness Steering Committee
- MDST - Multi Disciplinary Support Team
- MASH - Mental Health and Addiction Support Hub
  - Southern Alberta School Division Mental Health Leads - Meet to discuss common practises at their school divisions around staff and student training and collaborate to provide PD for all staff around a variety of mental health topics.
- Family Resource Network and FCSS
  - Interagency meetings discuss a variety of topics and it might be beneficial to have a school authority representative attend.

2 **Practices to Consider**

Invite appropriate partners and community groups to be represented on school authority committees.

Resources and Exemplars

- Wellness Committee - Clinical Team Leader, Senior Administrator, teachers, Administrators, AHS, School wellness champions, MHCB Program Manager, School Resource Officer, AHS, FCSS
- Wolf Creek Public Schools
  - AHS and ASEBP also attend Health Champion meetings

2 **Practices to Consider**

Create understanding and agreement about the roles and responsibilities of the school authority and partners relative to the continuum of supports.

Resources and Exemplars

- Mental Health and Wellness POI - Horizon School Division
- School Division Wellness Webpage – Parkland School Division
- Monthly Wellness Themes; Weekly Wellness Newsletters
- Mental Health in Horizon Facebook Page
- Northern Gateway Quality Learning Environment
- Northern Gateway Culture of Wellness, Jigsaw Learning Partnership

2 **Practices to Consider**

Identify roles and responsibilities for the identification of school-based mental health and addictions prevention activities and resources.

Resources and Exemplars

- Resiliency celebration committee - partnership with FCSS, mental health and addictions, teach about resiliency and role models.
- TCAD - provide resources for schools around mental health and addictions.
- Staff Wellness Corners and Wellness Boards, Self-Wellness Jars, Mindful Cards placed in the staff room, whole school wellness challenges (running/ tracking fitness, water challenge, sleep challenges, 24 hours of gratitude).
- Horizon Parent Wellness PD - although it's titled parent wellness this platform is available and encouraged to Horizon Staff as well.
- Evening Horizon Wellness PD sessions will be offered this new year by the Horizon Family School Liaison Program.
- Wellness Coaches/FSLC weekly check in with staff around personal wellness. Additionally, wellness activities are offered by the Family School Liaison Program Team for Horizon staff. Sample of Wellness Initiatives in Horizon Schools.
- Collaboration with school staff around activities and resources that can be provided to teachers by the Family School Liaison Program Team/School Social Work Team in their work with students.

References and Selected Resources
Condition #4 - Roles and Responsibilities

Alberta Teachers' Association (2019). Alberta school leadership within the teaching profession 2019: Seismic shifts and fault lines: experience the highs, lows and shadow. Edmonton, Alta: Alberta Teachers' Association.

Beausaert, S., Froehlich, D., Riley, D., & Gallant, A. (2021). What about school principals' well-being? The role of social capital. Educational Management Administration & Leadership. Retrieved: February 2021. DOI: 10.1177/1741143221991853

Cherkowski, S., Kutsyuruba, B., & Walker, K. (2020). Positive leadership: Animating purpose, presence, passion and play for flourishing in schools. Journal of Educational Administration, 58(4), 401-415.

Cherkowski, S. & Walker, K. (2018). Teacher wellbeing: Noticing, nurturing, sustaining, and flourishing in schools. Burlington, ON: Word & Deed Publishing Incorporated.

Maxwell, A. & Riley, P. (2017). Emotional demands, emotional labour and occupational outcomes in school principals: Modelling the relationships. Educational Management Administration & Leadership, 45(3), 484-502.

Pollock, K. (2017). Healthy principals, healthy schools: Supporting principals' well-being. Education Canada. Retrieved from https://www.edcan.ca/articles/healthy-principals-healthy-schools/

Price, D. & McCallum, F. (2016). Wellbeing in education. In F. McCallum & D. Price, Nuturing wellbeing development in education: From little things, big things grow (1-21). eBook Collection.

Shirley, D., Hargreaves, A., & Washington-Wangia, S. (2020). The sustainability and unsustainability of teachers' and leaders' well-being. Teaching and Teacher Education, 92, 1-12.

Workplace Wellness Condition #5
Systemic Professional Learning

WELLNESS

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:

Indicator 1

A workplace wellness professional learning plan is comprehensive and integrated with the school authority's overall professional learning plan.

Indicator 2

The workplace wellness plan provides for professional learning related to self-care as well as supporting staff and student wellness.

The above description and indicators are taken directly from **The Guide**.
The processes, practices, and resources that follow reflect Community of Practice (CoP) members' interpretations of these indicators based on their school authority contexts.

Introduction

Systemic professional learning for workplace wellness occurs when the system wide professional learning plan is evident and decisions are informed by an understanding of the importance of wellbeing as a foundation of system wide excellence.

Systemic professional learning requires the learning to be integrated through all levels of the organization and common learning and messages to be actualized throughout. Structures and systems to ensure the learning supports all community members with well-being approaches are foundational to any programs, practices, and learning segments.

Indicator 1

A workplace wellness professional learning plan is comprehensive and integrated with the school authority's overall professional learning plan.

A key resource for comprehensive professional learning planning is <u>A Guide to Comprehensive Professional Development Planning</u> developed by a committee of Alberta's education partners. The guide states that "for professional learning to be effective it must be systemically planned, systemic, supported and sustained." To support a comprehensive approach the guide provides steps for Evidence-Based professional learning planning. The resources included here are meant to support teams with their planning once a focus has been determined.

A GUIDE TO
Comprehensive
Professional
Development
Planning

Creating cultures of wellness requires multiple touch-points to ensure access for all. Once an outcome has been determined, creating a professional learning plan that names the program will give it ownership and engage leadership. Intentionally aligning tasks, activities and strategies with the overall program outcome is essential. Leadership teams need to consider how to make health the easiest choice to have impact. The more comprehensive and aligned the learning plan, the more touch-points for individuals in the system.

When considering the year long map of professional learning to support the wellness program, consider wellness themes and carry the themes over time with many ways for individuals to engage.

For example:

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
	Wellness Concepts for the Year									
Wellness Champion Learning										
Leadership Learning										
Monthly System Newsletters										
Family Learning Series										
Poster Sets for Visibility of Learning										
Integration										

Conversations to support leadership teams:

☑ Making wellness visible as a foundation on professional learning documents sharing the school authority priorities is essential.
- Do the school authority visuals and foundational documents include wellness?
- What evidence is being collected to guide the wellness program?

☑ Integration requires consideration of HOW business is done.
- Do leaders have the tools to model a culture of wellness? Where do they focus on understanding what a culture of wellness is and the role they play in creating this?
- Are there visible structures across the system that demonstrate a commitment to a culture of wellness?

① Practices to Consider

Utilize a comprehensive approach to professional learning planning.

→ What measures will be used to determine areas of focus and to measure the impact of the learning plan and strategies?

→ What structures bring folks together to learn about wellness?
How aligned are the groups with what they are learning?

→ Do the conversations create common language and a common focus that allows leaders to work together to lead wellness forward?
- System level leadership
- Site based leadership
- Student leadership
- Feedback loop from field back to system level leaders

Resources and Exemplars

- CASS Workplace Wellness Comprehensive Professional Learning Planning Tool sample. See Padlet, Column 6, "Systemic Professional Learning."

- CDC Healthy Schools
  - This resource has been included as it speaks specifically to the importance of fostering the physical and mental health of school employees. It gives resources and ideas for school employee wellness programs. The importance of staff modeling healthy behaviours and in turn reinforcing them with students is focused on.

- Crf Research - Employee Health and Wellbeing - Whose responsibility is it?
  - This resource has been included as a conversation starter that supports understanding of wellness being a shared responsibility of the employer as well as the employee. Could be used as a reading or can be used for quotes in a presentation.

1

**Practices
to Consider**

Seek local expertise for on-site professional learning opportunities when appropriate.

→ Who are your specific community partners?
- Employee benefit providers (ASEBP or other)
- AHS School Health & Wellness Promotion Team
- Community organizations

→ How do the professional learning planners/leads across the school authority know that these PL opportunities exist? How is information shared?

→ Consider all components - are the opportunities balanced?:
- Personal wellness - Dimensions of wellness - are there partners who could support each of the dimensions?
- Supporting student wellness
- Indigenous ways
- Wellness aligned with cultural/religious diversity

→ Assess needs using stakeholders
- What information do you need to meet the needs of all stakeholders?

→ Do you have a resource bank/site for the storage of resources for your employees? Do you have a mechanism for sharing of resources between school leaders?

Resources and Exemplars

Below are Alberta-based sites that share useful information from experts that promotes prevention and education. Information can be shared with staff, students, and the parent community.

- Healthy Minds Healthy Children
  - This site provides education and consultation for Alberta professionals working in child and adolescent addictions and mental health.

- Teen Mental Health
  - This Calgary based site "aims to take the best available scientific evidence in mental health and make it easy to understand and accessible for everyone." Very useful for learning for all stakeholders from educators to parents to students.

- Community Education Service Webinars
  - The Community Education Service (CES) provides parents/caregivers and other community members with opportunities to access **free**, public education sessions on child and youth emotional wellness and health topics. An Alberta Health Services and Alberta Children's Hospital service.

1 Practices to Consider

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.

→ Is wellness represented on growth plan templates as an option for consideration?
- In possible creation of a PGP template that is offered to the system, do you make visible the dimensions of wellness?

Resources and Exemplars

- **ASEBP** Dimensions of wellness and other resources: The Wellness Resources
- TQS ; LQS; SLQS
- CASS
- CASS Practice Profiles

1 Practices to Consider

Provide opportunities for school staff and community partners to understand the connections between wellness, positive mental health, brain development, and learning.

→ Where are conversations happening that support key partners with understanding the connections between wellness, positive mental health, brain development, and learning?
- See condition 1 - key partners

Resources and Exemplars

- Brain Story Certification
  - An Alberta Family Wellness Initiative course that is self paced and free. This course situates itself on the premise that we depend on one another for good health and wellness and is excellent training for multiple stakeholder groups.

  "The Brain Story is a story about how experiences shape our brains. As such, it is also a story about human relationships, because we depend on those around us for the experiences that build our brain architecture. As a community, when we identify how and when to support children and families in the course of development, we can change how the story unfolds so that all of us, regardless of background and life circumstances, have the chance to lead happier, healthier lives, build stronger communities, and reduce risk for mental health problems, including addiction."

- Workplace Strategies for Mental Health
  - Free materials, tools and resources to support mental health and psychological safety. Includes organizational strategies, assessment tools and employee strategies.

1

Practices to Consider

Consider opportunities such as AHS Mental Health Curriculum, AHS Mental Health "Go To" educator training, AHS Community Helpers, and Mental Health First Aid.

→ Supporting training to ensure the people in an organization feel equipped to discuss and support mental health and wellness needs to be a visible part of an integrated professional learning plan. Training can increase the collective efficacy of the teams of people in supporting both students and colleagues from a holistic lens that includes mental well-being.

→ What impact would it have for all across a system to have common understanding and language with which to approach mental health and mental wellness?

→ Do you have leads or champions in each school setting who carry the priority of advancing mental health and wellness?
examples:
- Alberta Health Services grant partnerships
- Counselors
- District sponsored wellness coordinators

Resources and Exemplars

- Go-To Educator and Go-To MHL Curriculum
  - Go to Educator Training is a program sanctioned by Alberta Health Services and many school districts in Alberta. The goal of this one day Go-To Educator Training Program is to develop mental health literacy amongst staff. It provides information regarding early identification of mental health problems and mental disorders. This knowledge allows teachers to make effective referrals that link students in need of help to their local care organization within and beyond the school system.

- AHS Community Helpers
  - The Community Helpers Program is a suicide prevention program that is targeted for youth and adults ages 12 and over. It can be delivered in both school and community settings.

- Mental Health First Aid (MHFA)
  - MHFA is the initial help provided to a person developing a mental health problem or experiencing a mental health crisis. It is an evidence based program for staff and managers, and a proactive step towards building a psychologically healthy and safe workplace. MHFA trained employees will be equipped to recognize and understand the symptoms of mental health problems, including those related to substance use; increase productivity and reduce absenteeism and the pressure on health benefits costs; reduce the stigma around mental illness and create mental wellness within your workplace and provide preventative help for mental health problems developing into more serious states.
    - *ASEBP provides Mental Health First Aid training **free** for ASEBP covered employees. Email MHFA@asebp.ca to gain more information and/or book a course for employees.*

- Theworkingmind.ca (Mental Health Commission of Canada)
  - Through stigma reduction and mental health awareness, The Working Mind (TWM) program seeks to change Canadians' behaviours and attitudes toward people living with mental illness, helping to ensure people are treated fairly and as full citizens with opportunities to contribute to society like anyone else. Program participants have shown an increase in resiliency skills and mental health wellbeing, and a decrease in stigmatizing attitudes.

① **Practices to Consider**

District Staff Wellness Committee who meets regularly and has a 3-year strategic plan that focuses specifically on staff wellness.

→ Having a committee focused on staff wellness makes visible a commitment to supporting wellness. A committee allows for specific and purposeful focus and provides direction for the school district.

- What groups need to be represented on the committee?
- How will the meetings be structured so that the impact of the conversations have impact across a system?
- Are there partners from the community who should be included?
- How visible are senior leaders on the committee?
- Do you have evidence in your guiding documents? Assurance plans?
- What are your sources of data or your measures?

Resources

- ASEBP - Committee of Wellness
  - Resources to support the development of the committee structure and roles as well as ideas for where to start with new committee initiatives.

- Planning for Implementation: A Guide to Support Implementation - Essential Conditions; and A Guide to Comprehensive Professional Learning

Exemplars - Idea Sharing to Support Planning

- Wellness on Wheels (WOW)
  - WOW is a professional learning experience designed to provide opportunities to connect with and share effective wellness practices across school divisions. Exposure to wellness initiatives, spaces, and programs through various contexts, thought-provoking videos, and research, with additional time for reflection and engagement in a collaborative process creates the inspiration to implement new ideas or make changes to current practice in each participant's unique context.

    - See it in action! WOW 2020 video
    - Resources to help plan the event:
      - Wellness on Wheels tour agenda
      - Planning document
      - Presentations used on day 2 of WOW (planning/implementation day):
    - WOW March 2019 and WOW January 2020

  - **For more information on WOW, please contact:**
    - Jill Mitchell at Evergreen Catholic Schools: jmitchell@ecsrd.ca
    - Sarah Balla at Elk Island Catholic Schools: sarahb@eics.ab.ca

- Wellness on the Agenda at every Administrator meeting
  - Modelling by system level leaders for school level leaders is essential.
    - How's Your 5?
    - Wellness ideas for meetings

Indicator (2)

The workplace wellness plan provides for professional learning related to self-care as well as supporting staff and student wellness.

Ease of access and multiple entry points are essential if engagement of the more challenging to engage in wellness habits is the goal. Consider professional learning that ensures visual and visible strategies to engage individuals in considering self-care a priority. Does your wellness learning program consider all people at the various levels of engagement, from those who require awareness to those who need encouragement and maintenance support?

Multiple themed learning opportunities are required to engage a system. A slow drip of similar learning messages and opportunities will have the greatest potential for impact.

Wellness is both a collective and an individual responsibility. How can you frame the professional learning plan to support understanding of both the responsibility of the school and school division as well as the personal responsibility of each employee to create a culture of wellness?

Conversations to support leadership teams:

- ☑ Are the structures aligned to create a common conversation? Alignment is essential if wellness is to feel like something other than an "add on".
    - Consider the through-lines from school leaders to teacher lead groups to student lead groups - do they all see and hear similar messages? Are they all provided with similar tools so that when they come together to plan for learning they can speak the same language around wellness? Is there a through-line back to the leaders for decision-makers to understand the resonance of this work and the current realities in the field, for students and staff?

- ☑ Who are your partners in wellness? Where will staff get support and resources for self-care? How do they access these? How do new to the system staff learn about these supports and resources?

- ☑ Where do staff SEE/EXPERIENCE wellness in each building or site? Even when the focus of learning is not wellness, is it visible in the approach to learning that is taken?

- ☑ How has understanding of the importance of self-care in terms of being able to create caring, well classrooms been approached? Do staff understand that their personal wellness impacts the learning experience in their classroom?

- ☑ How do you create a culture of wellness and continue to enable people to be responsible to the profession?

- ☑ Wellness is both a collective responsibility and an individual responsibility. How are you building capacity for each person to take responsibility for their personal wellness?

2 Practices to Consider

Provide professional learning that creates awareness, understanding, and a commitment to action focused on self-care.

→ How do system level leaders model a commitment to self-care?

→ How do the structures and systems within which the system learns together, support and show a commitment to self-care?

→ Where are resources to support self-care housed and how are they regularly shared?

→ Do all staff have access to professional learning focused on self-care?

Resources and Exemplars

- Possible book study
  - The Ripple Effect by Greg Wells
    Free downloadable workbook online
- Self-care and Community Care Plans as part of the Calgary Catholic School District (CCSD) Wellness Professional Growth Day.
  - See Padlet, Column 6, "Systemic Professional Learning"
- ASEBP Health Assessments tab
  - Ideas for health assessments that provide direction to the leads in the division or for individuals within your organization.
  - Resources to support employee workplace wellness programs
- Plan for Resilience

2 Practices to Consider

Provide professional learning that is focused on supporting the wellness needs of the school community.

→ Is the wellness focused professional learning aligned through the system to ultimately impact the school community?

→ What data is being used to indicate the wellness needs of the school community?

→ Have you situated this data within your assurance planning?

Resources and Exemplars

- Psychologically Safe Leader Assessment
  - Assess yourself and your organization and be given tools to better your leadership in relation to psychological wellness.
- Ottawa Public Health For Workplaces
  - Learn about the 13 factors in the National Standard for Psychological Health and Safety in the Workplace in order to build them into your wellness program.
- Building Stronger Teams

Idea Sharing to Support Planning

- **Administrator learning for leading wellness**
  - Examples of learning done at administrative meetings to support a culture of wellness and a focus on staff wellness
    - Examples from Foothills

- **Wellness breaks in meetings**
  - Easy to use, ready-made wellness ideas for breaks
    - Wellness ideas for staff meetings

- **Sessions lead by wellness leads (collaboration with other districts) for all staff regarding personal wellness**
  - Slide decks to support learning
    - Calming Strategies For Staff and Students
    - Finding Sunshine in the Everyday

- **Weekly Staff Wellness Tips**
  - Weekly reminders of the importance of wellness and simple ideas that staff can do
    - CCSD Weekly Staff Wellness Tips

- **"Health Hack for Staff Wellness"**
  - More information on aspects of wellness; prevention; sharing of resources
    - Special Edition Health Hack for Staff

- **Community Staff Wellness Challenges (monthly)**
  - To encourage staff wellness throughout the year with fun challenges that build community.
    - January 2021 Nutrition Challenge

References and Selected Resources
Condition #5 - Systemic Professional Learning

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.

TEMPLATE

School Authority
Workplace Wellness Approaches
Review Worksheet

A Tool to Support Condition #3: Evidence and Research

The intent of this worksheet is for your workplace wellness committee to review programs, practices, or data collection tools you are considering to use or are currently using.

What is your WHY?

1 What is the data collected to provide you with the evidence to support your why?

2 What will be done with the data collected? Who is the target audience?

3 What programs, practices, or data collection tools would be helpful to provide background and data to drive the decisions being made for your workplace wellness plan?

The questions in this worksheet are intended to be used to examine current and potential programs and practices. They may be helpful in surfacing additional data that outlines areas for celebration and duplication or additional analysis or growth.

Each program and practice is reviewed using the following categories:

- Name of the practice, program, or data collection tool
- Source of information
- Description of the practice, program, or data collection tool
- Target Population(e.g., students, teachers, educational assistants, administrators, urban/rural, income level) for which this practice/program has been shown to be effective
- Setting (e.g., top down, system level admin team, by school, district wide) in which this practice/program has been shown to be effective
- Resources: Cost of practice/ program / data collection tool
- Resources: Time needed for implementing
- Resources: Training required to implement and maintain the practice or program
- What kinds of supports or materials are required? Are they included or will they require additional resources (i.e., time, money).
- Level of evidence that the practice, program, data collection tool is effective. (AB/Canadian/International)
- Key contacts willing to share their experience.
- Matches conditions of CASS Wellness Guide
- Additional information or comments

	Practice / Program 1	Practice / Program 2	Practice / Program 3
	What is your WHY? **1** What is the data collected to provide you with the evidence to support your why? **2** What will be done with the data collected? Who is the target audience? **3** What programs, practices, or data collection tools would be helpful to provide background and data to drive the decisions being made for your workplace wellness plan?		
Name of the practice, program, or data collection tool			
Source of information			
Description of the practice, program, or data collection tool			
Target Population (e.g., students, teachers, ed assistants, administrators, urban/rural, income level) for which it has been shown to be effective			

School Authority Workplace Wellness Approaches Review Worksheet

WELLNESS

	Practice / Program 1	Practice / Program 2	Practice / Program 3
Setting (e.g., top down, system level admin team, by school, district wide) in which it has been shown to be effective			
Resources: Cost of practice/ program / data collection tool			
Resources: Time needed for implementing			
Resources: Training required to implement and maintain the practice or program			

	Practice / Program 1	Practice / Program 2	Practice / Program 3
What kinds of supports or materials are required? Are they included or will they require additional resources (i.e., time, money).			
Level of evidence that the practice, program, data collection tool is effective. (AB/Canadian/ International)			
Key contacts willing to share their experience.			
Matches conditions of CASS Wellness Guide			
Additional information or comments			

EXEMPLAR

School Authority
Workplace Wellness Approaches
Review Worksheet

A Tool to Support Condition #3: Evidence and Research

The intent of this worksheet is for your workplace wellness committee to review programs, practices, or data collection tools you are considering to use or are currently using.

What is your WHY?

1 What is the data collected to provide you with the evidence to support your why?

2 What will be done with the data collected? Who is the target audience?

3 What programs, practices, or data collection tools would be helpful to provide background and data to drive the decisions being made for your workplace wellness plan?

The questions in this worksheet are intended to be used to examine current and potential programs and practices. They may be helpful in surfacing additional data that outlines areas for celebration and duplication or additional analysis or growth.

Each program and practice is reviewed using the following categories:

- Name of the practice, program, or data collection tool
- Source of information
- Description of the practice, program, or data collection tool
- Target Population(e.g., students, teachers, educational assistants, administrators, urban/rural, income level) for which this practice/program has been shown to be effective
- Setting (e.g., top down, system level admin team, by school, district wide) in which this practice/program has been shown to be effective
- Resources: Cost of practice/ program / data collection tool
- Resources: Time needed for implementing
- Resources: Training required to implement and maintain the practice or program
- What kinds of supports or materials are required? Are they included or will they require additional resources (i.e., time, money).
- Level of evidence that the practice, program, data collection tool is effective. (AB/Canadian/International)
- Key contacts willing to share their experience.
- Matches conditions of CASS Wellness Guide
- Additional information or comments

School Authority Workplace Wellness Approaches Review Worksheet

	Practice / Program 1	Practice / Program 2	Practice / Program 3
	What is your WHY? 1. What is the data collected to provide you with the evidence to support your why? 2. What will be done with the data collected? Who is the target audience? 3. What programs, practices, or data collection tools would be helpful to provide background and data to drive the decisions being made for your workplace wellness plan?		
Name of the practice, program, or data collection tool	*Beacon 4+* MEASURING AND GUIDING WELLNESS **Data Collection Tool**	**GuardingMinds @ WORK** **Data Collection Tool**	
Source of information	Beacon4+ Information Beacon 4+ is a tool that available through a company called Blulantern.ca	Guarding Minds Information	
Description of the practice, program, or data collection tool	Beacon 4+ is a Wellness and Diversity data collection & analysis tool. It focuses on helping schools, businesses and organizations in areas that measure safety, respect, inclusivity and overall wellness; measuring safe, caring, welcoming respectful environments as well as mental health, impacts of COVID-19 and overall wellness. Process also includes surveys and interviews conducted at the school level with students, staff and parents. The information is then compiled into a report that is shared with schools so they can use it to celebrate what is working well and use data to focus on areas for growth or improvement. Additional categories can be selected that include: Mental Health, Wellness and Impacts of Covid - 19. There is the ability to customize questions for local context. WELLNESS and DIVERSITY are embedded in each category as they have direct impact on student and staff wellness. This helps schools focus on improvement efforts as they strive to have safe, caring, respectful, welcoming and healthy learning environments for students, staff and community.	Guarding Minds is a comprehensive set of free resources to help assess and address the psychological health and safety of workplaces. It was used as a reference for the National Standard of Canada on Psychological Health and Safety in the Workplace. Allows employers to effectively assess and address the 13 psychosocial factors known to have a powerful impact on organizational health, the health of individual employees. Practical, user-friendly assessment tools, including an organizational review process for leadership, an online employee survey. A comprehensive Guarding Minds at Work report (that can be segmented by groups) to identify areas for improvement. Action planning process. Evaluation process to measure progress and outcomes. Wellness targets and outcomes for the dimensions of wellness are supported in the action steps organizations can focus on through improvement efforts related to the 13 psychosocial factors.	

	Practice / Program 1	Practice / Program 2	Practice / Program 3
	To provide a report that outlines practical next steps, credible resources and a starting place for schools to begin to improve and grow. This is not an area school personnel have access to an abundance of training or resources; so the Reports will help teachers and leaders focus on selecting and aligning their resources and professional development to have the largest impact at the school level.		
Target Population (e.g., students, teachers, ed assistants, administrators, urban/rural, income level) for which it has been shown to be effective	• Schools, Districts and school communities: Students, Teachers, Support Staff, Employees, Management and Leadership, Facilities and Maintenance Staff, Transportation Staff, Central Office Staff, by worksite/school • Effective for all audiences and any context as the tool is customized for context • Adapted for First Nations currently but can be adapted for any ethnic group • Workplaces, Business, government and other organizations • Data can be desegregated by category providing important information on any employee group • Report generation provides suggestions that are research based with a focus on local resources, as well as provincial and Canadian resources as a priority. Leadership has used data to inform business/organization/school improvement plans and/or system level reporting such as yearly reports and Accountability & Assurance Plans	• Workplaces • For School Jurisdictions this can be targeted with segmented reports being generated for diverse employee groups • Teachers • Support staff • Facilities and Maintenance Staff • Transportation staff • Central Office staff • By worksite/ school	

	Practice / Program 1	Practice / Program 2	Practice / Program 3
Setting (e.g., top down, system level admin team, by school, district wide) in which it has been shown to be effective	• Can be conducted at individual schools, several schools or a complete system. • Leadership at the school level and/or system level provide direction to Blulantern Inc as they develop a plan for data collection that works best for each site. • Report generation provides suggestions that are Alberta/Canadian • Leadership has used data to inform school improvement plans and/or system Accountability & Assurance Plans	• Can be conducted at the site level or across an entire system. • Important to have Senior Leadership buy-in and ideally to conduct an organizational review in advance. • In advance of survey engage and collaborative with partner unions and associations to elicit buy-in and participation. • Ensure you are prepared to share results and collectively work towards improvement.	
Resources: Cost of practice/ program / data collection tool	• Costing depends on the size of school/district and number of people being surveyed and interviewed. • It also depends on if the school or system chooses the standard Core 4 areas to measure or would like additional categories. • Blulantern determines the needs with the clients and provides a quote.	• This a free resource and there is no associated costs to administer the survey. • Embedded time provided for employees to complete the survey is a cost consideration. • The total cost for your psychological health and safety initiative will depend on the actions you choose to take for improvement. Suggested Actions and Resources includes many low-cost or no-cost strategies and tools.These are Canadian context resources.	
Resources: Time needed for implementing	• Timeline: 3 - 5 weeks depending on context • Surveys are open for a period of time with students, staff and community. Survey data is collected usually within 1 - 2 weeks. • Interviews are face to face (in person or virtual) 2 - 3 days depending on the number of interviews. Minimum of 10 are required. • Collation of data - 2 days • Report Creation and Sharing with leadership 1 -2 weeks.	• Timeline will be contextual on the scope of employees and employee groups included in the survey. • Initial survey open between 2 and 4 weeks with weekly reminders and updates around participation rate will support high participation rate. • Collation of data and generation of reports is immediate when the survey is closed • Report summaries and communication to employees up to 2 weeks after survey closes.	

	Practice / Program 1	Practice / Program 2	Practice / Program 3
Resources: Training required to implement and maintain the practice or program	If a school or district is interested in having a school audit at one of their schools, several schools or district wide, they contact blulantern.ca. There are several locations to inquire about the tool or request a consult or conversation. • Blulantern representatives explain the details, timelines, logistics and deliverables to the principal, principal group, district office staff or any audience that would like or needs further details and information. • A Beacon 4+ Team will be assigned to your school or school district. • The Principal or System Leader will need to facilitate scheduling interviews and surveys, supply some background information, and ensure their students and staff participate fully. • A series of interviews with staff are conducted with staff. These include a variety of staff: Administration, Teachers, and Support Staff • Surveys will be conducted with students, staff and parents. • The survey information is sent to the University of Alberta and reports are generated. • The report includes the qualitative and quantitative data. • It is then analyzed and interpreted by the audit committee who collectively prepares the report and recommendations. • The report will generate information on potential strategies that can be used to attend to those areas that scored lower in the report. • The report is then debriefed with the school. • The school process takes between 4 – 5 Days to complete from start to finish. • The report will be delivered to the schools within 3-4 weeks.	Avoid "Rushing to survey" before being adequately prepared to conduct survey and implement actions for improvement. Carefully review the Readiness for Guarding Minds at Work resource that can be downloaded here before moving forward with survey. Estimate the time and effort required to do the assessment, analyze results and implement change. The size and scope of your plan will be relative to the complexity of your organization and the initiatives you choose to implement. Some organizations might survey and implement limited changes once a year, while others will create a continual improvement process. Estimate the time your organization may need for the following tasks: • Developing the business case, including baseline measurements. • Securing commitment from top leadership from both labour and management. • Creating a communication plan that addresses any potential concerns. • Setting up the survey process by choosing when and how it will happen, who will participate and what will be included from among the options. • Administering the Guarding Minds at Work survey • Analyzing the Guarding Minds at Work results. • Communicating results, celebrating successes, and identifying areas for improvement. • Engaging the workforce in proposing action plans. This participation is critical to success. • Engaging a working group in implementing the plans that could eventually become part of a day-today routine.	

	Practice / Program 1	Practice / Program 2	Practice / Program 3
What kinds of supports or materials are required? Are they included or will they require additional resources (i.e., time, money).	Each report provides information that surfaces recommendations and suggestions. Some recommendations are actions, processes or structures that need attention. Others may require additional time or funding but there are NO REQUIREMENTS for schools or systems to proceed with costly next steps. Each site must view the data and determine their own next steps with the information provided that aligns with their vision, priorities and budget.	Psychological health and safety is a process of continual improvement. Trying to do too much all at once can have a negative impact if it creates stress and pressure on employees. Instead, consider implementing incremental change over time. Focusing on 1 to 3 initiatives at a time may be ideal. Once these initiatives are incorporated or no longer necessary, you can add more. Download and use the Guarding Minds Action Planning guides and resources to support growth efforts. These are linked to many existing free and low cost resources in the Canadian context. Work with your benefit provider (i.e ASEBP) to share results and connect employees to existing supports and resources.	
Level of evidence that the practice, program, data collection tool is effective. (AB/Canadian/ International) **Key contacts willing to share their experience.**	• Alberta and Canadian Context - The tool was created in Alberta and collects data in the areas that are required or mandated from Alberta Education in the context of Safe and Caring Schools. • It could be used for engagement data or local data in the new Accountability and Assurance Model. • Locally created with people from Alberta school systems, partners and UofA • Canadian Context • Data housed at UofA • Research driven • Recommendations: local, national and some international • Testimonials from Principles and System Leaders	• Guarding Minds at Work was developed by researchers from the Centre for Applied Research in Mental Health and Addiction (CARMHA) within the Faculty of Health Sciences at Simon Fraser University on the basis of extensive research, including data analysis of a national sample and reviews of national and international best practices, as well as existing and emerging Canadian case law and legislation.	

	Practice / Program 1	Practice / Program 2	Practice / Program 3
Matches conditions of CASS Wellness Guide	Beacon4+ aligns with all Five Components of the CASS Wellness Framework. • Questions selected align with the components in that they measure practices, processes and policies as well as how individuals and groups are attending to their own personal wellness within their environment. • It provides a comprehensive overview of wellness. It also provides triangulated data that shows the perspectives of students, staff and parents. The reports provide data but also provide the ability to disaggregate the data according to a variety demographic indicators such as gender, age and ethnicity. This allows for a deep dive into the information gleaned from the interviews and surveys. • Flexibility and customization at each site and the ability to create question banks for areas that may be needed allows for a truly customized tool for each school.	• Tool measures and gathers data that will inform and support a comprehensive and integrated approach to workplace wellness. Results and action planning resources lend themselves well to deepening partnerships with AHS wellness supports, EFAP such as ASEBP, and other health promoting partners and organizations such as Workplace Strategies for Mental Health and Canadian Center for Occupational Health and Safety. • The tool, communication of results and associated action steps demonstrate an organizational commitment to workplace wellness • Provides evidence based results for informing organizational strategic planning. • Implemented well and in advance with all stakeholders provides the opportunity to collaborate with stakeholders at all levels of the system in working towards improvement. • Results and suggested resources to support improvement efforts all offer comprehensive opportunities for ongoing collective and individual professional learning that are systemic and targeted.	
Additional information or comments			