

## Workplace Wellness – Measuring Impact

How will you know if your workplace wellness efforts are causing a positive impact?

The intent of a CASS Learning Guide is to apply research, deepen understanding and enhance professional practice within the Alberta context. With a focus on optimum learning for all students, a Learning Guide provides an opportunity to grow system leader knowledge, resulting in quality school leadership and quality teaching throughout Alberta.

## Summary Points

Knowing if your efforts to support workplace wellness are having an impact can support stakeholder assurance, provide for efficiencies and initiate continuous improvements.

*“Assurance arises from the combination of policies, processes, actions and evidence that help build public confidence in the education system. It is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility.”* Alberta Education Funding Manual

System leaders from Fort Vermilion and Elk Island Catholic shared stories based on responding to this overarching question: *How will you know if your workplace wellness efforts are causing a positive impact?* [Watch full recording here.](#)



Natalie Morris, Supervisory of Connectivity, began with sharing the **Fort Vermilion School Division's** story of practice with identification of the “why” workplace wellness – the driving factors for making a change. Staff absenteeism

was growing, certified teachers were leaving, a disconnect existed between staff and system leadership, student suspension and expulsion was rapidly rising and there was overall stagnant academic growth in literacy and numeracy. The school authority's strategic plan is visited regularly to ensure it is meaningful for the current context and adapted based on data and evidence gathered. The strategic plan includes actions related to social/emotional learning, Brené Brown's Dare to Lead learning, an open “Mike” school visit process and having two psychologists hired by the district, bursaries for staff and a research partnership with University of Calgary. Natalie talked about the importance of constantly assessing “where you are at” and what needs to shift in relation to implementation of various actions and strategies.

Natalie shared: *“What is it that we are doing, what's making an impact, do I think it's making an impact because I am emotionally attached to the strategy, are the people on the ground showing you that the impact is occurring? Soft and hard data are both important.”* Revisiting strategies based on feedback and evidence gathered was key. Various data sources were shared (e.g., student expulsions, staff resignations, student survey about how I feel in school) and are aligned with “the why” for workplace wellness”. The data is gathered, and key findings are shared back with stakeholders including a message about what actions will take place as a result of the data analysis. (See slides). The data gathered is also shared with the Board of Trustees providing assurance that policies, processes and actions are having an impact. Next steps for the district include digging deep into the CASS Resources to cross reference existing practice and seek ideas for continuous improvements.

Natalie Morris [nataliem@fvsd.ab.ca](mailto:nataliem@fvsd.ab.ca)  
(Timestamp 31:22 on recording.)



Paul Corrigan began his presentation with a recording from a previous CASS webinar

where **Elk Island Catholic Schools** (EICS) shared about their “dashboard in a box”. The dashboard, which captures and communicates evidence, was developed for stakeholders to review, year over year progress towards the division's goals outlined in the Assurance Plan. This set the stage for a focus on one of the goals – Wellness. There are currently two strategies to support implementation of the Wellness Goal; Actioning the Wellness Administrative Procedure (see Padlet) or engaging school wellness teams in the division to prioritize workplace wellness, primarily using the [CASS resources, specifically the Planning and Implementation Guide](#). After this work is done at the district level (where stakeholders are involved), with

### Acknowledgements

This guide was developed by CASS. Thank you to Alberta system leaders who shared their Workplace Wellness Stories of Practice. This guide is provided in support of improved system leadership capacity and under the following Creative Commons license.



system leaders working with the school to review and reflect on data gathered to understand impact of strategies and plan for continuous improvements.

**Wellness**

**Understanding the Context:**  
EICS is committed to success and well-being for all students. The Division recognizes that, as a system, school community wellness must be present for all stakeholders.  
**Outcome:**  
Provide students, staff and community with safe and caring environment.

Site: EICS (1) -  
School Year: 2019-2020 (1) -  
[Return Home](#)  
2019-2020 Assurance Data

Employee Engagement 93.26%	Educational Transitions 89.81%	Safe and Caring Schools 86.47%
Student Health and Wellness 86.17%	Staff Health and Wellness	Student Attendance 86.24%

Paul reminded us that “Data is just data”. The value comes in the conversations with stakeholders around analyzing the data to determine strategies to take to move forward. The belief is that all data should be public facing. A unique analogy was used to describe “buy in” and implementation for workplace wellness - the Sidewalk analogy. (See video recording timestamp – 51:55) The wellness administrative procedure (e.g., sidewalk laid) is a lag indicator and only created after the district saw where schools were walking/laying the path in their wellness journey (lead indicator). This process allowed for wellness to be owned based on the realization that you cannot make wellness happen. People have to want it to happen. Wellness is seen as a priority and in EICS, relationship and wellness is a precondition to learning. Paul Corrigan [paulc@eics.ab.ca](mailto:paulc@eics.ab.ca)  
Timestamp 38:12 minutes

## Connections with the Alberta Context



System education leaders play a critical role in ensuring quality school leadership, quality teaching, and optimum learning for all students in Alberta. To meet the respective professional practice standard, all teachers, school leaders, and system leaders need to be in good health.

These stories of practice represented Alberta Education’s assurance framework continuous improvement components:

The assurance framework is intended to nurture a culture of continuous improvement. The continuous improvement cycle identified in the funding manual has these components:

1. Explore (Analyze and interpret)
2. Develop (Identification of problem, strategy, and plan)
3. Take Action (Implement and adjust)
4. Evaluate (Impact on outcomes)

## Research to Practice

Questions for reflection and dialogue within your context.

1. What evidence informed your decision to focus on workplace wellness?
2. How do you monitor and evaluate progress at the district and school levels?
3. What are your workplace wellness goals/outcome; strategies and success measures?
4. How might the CASS resources, specifically the indicators in the Planning and Implementation Guide, support you in identifying practices to consider and ways to measure implementation?

## Additional Supports for System Leadership Capacity

- [CASS Workplace Wellness Resources](#)
- “WW Impact” Learning Opportunity [Padlet](#)
- “WW Impact [Slides](#)
- A Guide to Support Implementation: [Essential Conditions and Comprehensive Professional Learning](#)



Building Effective Relationships

School Authority Operations and Resources

Supporting Effective Governance