Start Right Program for School Leaders
The Science of Well-Being

Chat Box Introductions
- Name
- Role next year
- School
- School Authority
- Community you live in

Brian Andjelic
brian.andjelic@cass.ab.ca

Dana Fulwiler
dana@everactive.org
TODAY

☑ Introduction
  ● School leadership and well-being
  ● Positive psychology: the science of well-being

☑ Psychological Capital
  ● HERO: Hope, Efficacy, Optimism + scenarios

break

☑ Resilience
  ● HERO: Resilience
  ● Building protective factors: mental agility, connection, meaning, job crafting, + habits

☑ Culminating scenario
The Role of the Principal
LQS

- Fostering Effective Relationships
- Modeling Commitment to Professional Learning
- Embodying Visionary Leadership
- Leading a Learning Community
- Providing Instructional Leadership
- Supporting the Application of Foundational Knowledge about FNMI
- Developing Leadership Capacity
- Managing School Operations and Resources
- Understanding and Responding to the Larger Societal Context
educator WELL-BEING

BEING WELL well

as educators

feeling good

functioning well
Why Principal Stress & Well-Being Matters

Dr. Fei Wang; Dr. Gail Markin EdCan Network, March, 2020

1. The Individual: Stress inhibits school leaders from effectively improving school performance

2. The Group: Education is a collective endeavour – not one person’s job

3. The System: School leaders are running systems that aren’t designed to support their well-being
Overall, how well principals feel they manage their work:

- 1.6% very poor
- 6.1% poor
- 30.5% average
- 56.3% good
- 5.5% outstanding

- **57.3** Average # of hours worked per week
- **97.5%** % of principals working more than 40 hours per week

Credit:
Dr. Fei Wang
Dr. Katina Pollock
Webinar: EdCan Network
Most Prominent Emotions: Worry, Sadness and Ambivalence

“What emotion BEST describes the way you FEEL, about the challenges teachers/principals face at work and in the classroom?”

Sadness and worry are the dominant emotions, followed by ambivalence. This points to the need for agitation and hope.

Relating to teachers:
- Worry is the leading emotion (31%)
- Nearly equal levels of sadness (16%) and ambivalence (19%)

Relating to principals:
- Ambivalence is leading emotion (29%)
- Followed by worry (21%)
- Double the amount of hope (12%) compared to teachers, and more hope than sadness (11%)

Credit: The EdCan Network, the Avalanche Strategy and the McConnell Foundation
How do you know when you’re well?
77% of Canadians would leave their current workplace for the same pay, 60% for less pay, if their new workplace offered better well-being support.

45% said the mental demands of their current job have increased over the past 18–24 months.

(Morneau Shepell, 2020)
Evidence review of effective approaches to teacher and staff well-being

Venting can do more harm than good

Stigma plays a role in teacher participation

Increasing positive emotions is just as, or more important than decreasing negative ones
behaviours

skills

mindsets

Being Well as Principals

BEING

well

41+
“What can we learn from educators who are NOT burned out?”

(King & Kokores, 2018)
<table>
<thead>
<tr>
<th>Dimension</th>
<th>Burnout</th>
<th><strong>Burn-In</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Energy</strong></td>
<td>Emotional exhaustion</td>
<td>Energized</td>
</tr>
<tr>
<td><strong>Outlook</strong></td>
<td>Cynicism</td>
<td>Optimism</td>
</tr>
<tr>
<td><strong>Self-Evaluation</strong></td>
<td>Low sense of self-efficacy</td>
<td>Sense of self-efficacy</td>
</tr>
</tbody>
</table>

**BI = E + O + SSE**

(King & Kokores, 2018)
<table>
<thead>
<tr>
<th>Burn-In</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energized</td>
<td>Making choices that improve our mental and physical health</td>
</tr>
<tr>
<td></td>
<td>(Rath, 2015)</td>
</tr>
<tr>
<td>Optimism</td>
<td>1. Noticing the goodness in self and others</td>
</tr>
<tr>
<td></td>
<td>2. Identifying what’s controllable</td>
</tr>
<tr>
<td></td>
<td>3. Remaining connected to reality</td>
</tr>
<tr>
<td></td>
<td>4. Challenging counterproductive beliefs</td>
</tr>
<tr>
<td></td>
<td>(Reivich, Seligman, &amp; McBride, 2011)</td>
</tr>
<tr>
<td>Sense of</td>
<td>One’s belief in one’s ability to succeed</td>
</tr>
<tr>
<td>Self-Efficacy</td>
<td>(Bandura, 1977)</td>
</tr>
</tbody>
</table>

(King & Kokores, 2018)
Psychological Capital

**Hope**
Design and pursue creative and reasonable choices in pursuit of goals.

**Efficacy**
Build capacity (confidence + competence) to produce a desired result.

**Resilience**
Apply and shore up resources to overcome adversity, take positive risks, and bounce forward even stronger.

**Optimism**
Confidence that good things can and will happen, savouring when they do, and developing healthy responses for when they don't.
Setting goals and creating new and realistic pathways through:

- Self-motivation
- Autonomy
- Contingency actions
- Creativity
- Predicting scenarios and outcomes

**will power**

(agency)

motivation to sustain the pursuit of a goal

**way power**

(pathways)

creating a mental roadmap of ways to achieve a goal

*Playbook page 3-6*
A student in a first-year teacher’s classroom across the hall from you has become anxious, angry and withdrawn over a course of a few months. At the end of class one day the teacher picks up a paper from near this student’s desk. The writing is very angry and dark, filled with fairly specific threats against various students and adults at school. This student has zero history of violence. This teacher brings this case to you and is asking for help…he/she is overwhelmed!
Confidence + Competence to Succeed

Conviction or confidence in our own abilities to activate the necessary motivation, cognitive resources, and courses of action needed to successfully execute a task in a given context.

**Self Efficacy**

- **Performance (past) Experience**
- **Vicarious Experience** (observed/modeled)
- **Social Persuasion** (coaching + feedback)
- **Visualizations of future success**
- **Physical & Emotional States** (experience of sensations)
<table>
<thead>
<tr>
<th>Factors Influencing Student Achievement</th>
<th>Effect Size (avg ( d = 0.40 ))</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collective Teacher Efficacy</td>
<td>1.57</td>
</tr>
<tr>
<td>Prior achievement</td>
<td>0.65</td>
</tr>
<tr>
<td>Socioeconomic status</td>
<td>0.52</td>
</tr>
<tr>
<td>Home environment</td>
<td>0.52</td>
</tr>
<tr>
<td>Parental involvement</td>
<td>0.49</td>
</tr>
<tr>
<td>Motivation</td>
<td>0.48</td>
</tr>
<tr>
<td>Concentration/persistence/engagement</td>
<td>0.48</td>
</tr>
<tr>
<td>Homework</td>
<td>0.29</td>
</tr>
</tbody>
</table>

(Figure 1. Donohoo, Hattie, & Eells, 2018)
impact + recognition

adding value feeling valued

mattering

(Prilleltensky, 2016)
“Joy & laughter make for good and happy moments. Meaning and Mattering make for well-being.”

(Prilleltensky, 2016, p. 12)
It’s report card time. A teacher who has a history of battles with students comes to you between report card day and interview day. This teacher informs you that he/she had a “run-in” with a parent on the phone last evening. The teacher indicated that the parent claimed “This is not over. You will see me at interviews.” What will you do to ensure your level of efficacy is as high as possible going into this scenario?
“The basis of optimism does not lie in positive phrases or images of victory, but in the way you think about causes”

– Martin Seligman
<table>
<thead>
<tr>
<th>Pessimistic Thinking Style</th>
<th>Optimistic Thinking Style</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Permanent</strong></td>
<td><strong>Temporary</strong></td>
</tr>
<tr>
<td>This will last forever</td>
<td>This will pass</td>
</tr>
<tr>
<td><strong>Pervasive</strong></td>
<td><strong>Specific</strong></td>
</tr>
<tr>
<td>This is going to undermine everything</td>
<td>Relates to just this one situation</td>
</tr>
<tr>
<td><strong>Personal</strong></td>
<td><strong>Not Personal</strong></td>
</tr>
<tr>
<td>It’s all my fault</td>
<td>This is not (entirely) my fault</td>
</tr>
<tr>
<td><strong>Uncontrollable</strong></td>
<td><strong>Controllable</strong></td>
</tr>
<tr>
<td>There’s nothing I can do about it</td>
<td>There is something I can do, even if that something is letting it go</td>
</tr>
</tbody>
</table>
(Rath, 2015; Reivich, Seligman, & McBride, 2011; King & Korokes, 2018; Bandura, 1977)

Optimism

- Identifying what’s controllable
- Noticing the goodness in self & others
- Challenging counterproductive beliefs
- Staying connected to what IS / reality
Optimism

- Identifying what’s controllable
- Challenging counterproductive beliefs
- Noticing the goodness in self & others
- Staying connected to what IS

(Rath, 2015; Reivich, Seligman, & McBride, 2011; King & Korokes, 2018; Bandura, 1977)
Upward spiral of positive emotion. (Fredrickson, 2009, 2014)
gratitude

✓ Sleep better
✓ Improve physical & mental well-being
✓ Increase humility
✓ Strengthen relationships and meaning
✓ Increase job satisfaction & productivity

(Emmons & McCullough, 2003; Grant & Gino, 2010; Seligman, Steen, Park, & Peterson, 2005; Wood, Froh, & Geraghty, 2010, ETC.)

● Three good things
  ○ & WHY (any format)
  ○ Variety & direct

● Culture of gratitude
  ○ Class & staff meeting starters, etc.
Strengths of HEART
- empathy, gratitude, kindness, etc.

Strengths of MIND
- curiosity, creativity, humour, etc.

Strengths of WILL
- grit, self-control, etc.

characterlab.org
*Playbook page 29
When you return, we invite you to share your responses in the chat box:

- What is one personal strength, new habit or practice that helped you to navigate the past few months?

AND/OR

- What did you notice & appreciate in the ways your school team responded during the past few months?
Resilience is the ability to navigate adversity and uncertainty, grow in the face of challenges, and bounce forward with greater strength, insight, and agility.
Building Blocks
skills and resources that serve as protective factors against the inevitable ebbs and flows of uncertainty and hardship in life, and enable positive risk taking.

In wellbeing science, 4 uses of resilience include:

- **Overcoming** childhood or life trauma
- **Steering Through** everyday stress
- **Bouncing Back** from hardship (bouncing forward)
- **Reaching Out**: non-reactive, positive risks, leads to thriving - involves asking for help, growth mindset
Optimism

1. Noticing the goodness in self & others
2. Staying connected to what IS
3. Identifying what’s controllable
4. Challenging counterproductive beliefs

(Rath, 2015; Reivich, Seligman, & McBride, 2011; King & Korokes, 2018; Bandura, 1977)
thinking traps

rigid thinking patterns & shortcuts that narrow our view of the world around us & cause us to miss, ignore, or misunderstand critical information.
thinkin traps

Jumping to Conclusions
Certainty despite minimal supporting evidence

Catastrophizing
Imagining the worst possible scenario

All or Nothing Thinking
Thinking in extremes & “either/or” perspectives

IMPULSIVITY
STRESS/ANXIOUSNESS
PERFECTIONISM

(Reivich & Saltzberg, 2019)
Personalizing
Blaming adversity on yourself alone

Externalizing
Blaming adversity on other people or circumstances

Mind Reading
Making assumptions or expecting others to know

Overgeneralization
Believing you lack worth or ability overall because of a single situation

SADNESS, GUILT, WITHDRAWAL

ANGER, AGGRESSION

ANGER, ↓COMMUNICATION

ANXIETY, QUITTING

(Reivich & Saltzberg, 2019)
managing thinking traps
mental cues & critical questions

Catastrophizing
**BREATHE**
What is the evidence?

Jumping to Conclusions:
**SLOW DOWN**
What don’t I know?

Personalizing
**LOOK OUTWARD**
How are other circumstances contributing?
managing thinking traps
Real - Time RESILIENCE

- **Evidence:** that’s not true because … (be specific)
- **Plan:** if X happens, I will Y …
- **Reframe:** a more productive way to see this is …
- **Control:** one thing I can control is …
- **Signature Strengths:** I can use my character strength, X, to …
connection

HQCs
High-quality Connections
Energizing Positive & mutual
HQCsl

✓ Broader thinking
✓ Learning
✓ Builds resilience
✓ Self-image
✓ Cooperation
✓ Psychological well-being
✓ Job satisfaction & engagement
✓ **Strengthens immune system**

People who believe they have emotional support in the workplace are more likely to live longer.

(Shirom et al., 2011)
Building HQCs

**Small Talk**
- weather
- pleasantries
- venting

**Big Talk**
- What are you EXCITED about right now?
- What are you PROUD of this week?
ACR
Active Constructive Responding

Collective Savouring
Share your good news! It can:

✓ Increase positive affect, life satisfaction and a sense of belonging. The more we share, the stronger the benefits.

✓ Enhances memory - we are more likely to remember the positive event if the people we share with help us savour

✓ Enhances relationships - positivity resonance

(Reis et al., 2010; Strachman & Gable, 2007; Gable & Haidt, 2005)
# ACR in Action

## Constructive vs. Deconstructive Communication

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
<th>Deconstructive</th>
<th>Constructive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Savouring Champ!</strong></td>
<td><strong>Conversation Killer</strong></td>
<td>Minimizes or undermines the positive event or news by focusing on the negative aspects.</td>
<td><strong>Savouring Thief</strong></td>
</tr>
<tr>
<td>Shows authentic interest in the news or event, and asks positive questions about the experience. Active engagement!</td>
<td>Quiet, distracted, uninterested, no questions. Not necessarily negative, but disengaged.</td>
<td>&quot;Oh wow, that's a lot to add to your workload&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;Congrats! How did it feel when _______&quot;</td>
<td>&quot;Oh, interesting - good for you&quot; (goes back to work...)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Adapted from Venn Leader (2017) and J. Saltzberg (personal communication, March 29, 2019)*
People who report higher sense of meaning:

✓ lower risk of divorce
✓ increased connections with friends & fam
✓ lower incidence of new chronic disease and onset of depression
✓ lower obesity & increased physical activity
✓ increased adoption of positive health behaviours (exercise, eating fruits and veg)

(Fancourt & Steptoe – English Longitudinal Study of Aging, 7304 sample)

Specific to Education:

● Teachers’ experience of meaningful work correlates with work engagement and resilience

(Fouche et al., 2017; Van Wingerden, 2019)
What values are at the heart of my choice to be here?

meaning purpose

Values & Strengths
Crafting a Calling
Stories of you at your best...

Think of a time when you felt energized and most alive in your work, what were you doing?
CALLING
CAREER
JOB

(Wrzesniewski et al., 1997)
“I love patients, I love sick people. I have so much to offer sick people. Because when I don’t feel good or when I have had to have surgeries, the one thing that has gotten me through has been ... jokes, just being pleasant, being upbeat, and having a great attitude. And that’s what I enjoy the most about being here. It’s so upbeat here. In fact, I consider it the ‘house of hope’. And that’s what I tell all the patients and all the visitors: this is the ‘house of hope’.”

“... it’s not part of my job. But it’s part of me.”
Job Crafting

The actions we take to redesign our work to better suit our values, passions, and strengths in order to “foster engagement, job satisfaction, resilience, and thriving” (Berg et al., 2010)

(Lazazzara et al., 2019; Wrzesniewski & Dutton, 2001; Wrzesniewski, LoBuglio, Dutton, & Berg, 2013)
Why Job Crafting

Can build a higher sense of self-efficacy
(Van Den Heuvel & Poell, 2015)

Strengthen engagement & goal attainment
(Halbesleben, 2010)

Teachers!
- Job crafting enhanced their perception of meaningful work
- Job crafting positively correlated with teacher resilience
(Van Den Heuvel & Poell, 2015)
Why Job Crafting

Higher work engagement, job satisfaction, resilience
(Bakker & Oerlemans, 2019; Lazazzara et al., 2019)

Early career teachers - stronger attachment & satisfaction.
(Leana et al., 2009)

Teachers!
Both individual and collective job crafting were linked to reported positive increases in job satisfaction and engagement.
(Alonso et al., 2019)
Job Design  
(Top-down)

How the job is performed and EXPERIENCED

Job Crafting  
(Bottom-up, Customized)

(Adapted from Berg, Dutton, & Wrzesniewski, 2013)

This is happening anyway! Take opportunities to be INTENTIONAL!
Task
Crafting the **WHAT**

Relational
Crafting the **WHO**

Cognitive
Crafting the **WHY**
<table>
<thead>
<tr>
<th>Classification</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Most</strong> time &amp; energy (3)</td>
<td></td>
</tr>
<tr>
<td><strong>Medium</strong> amount of time &amp; energy (4)</td>
<td></td>
</tr>
<tr>
<td><strong>Least</strong> time &amp; energy (5)</td>
<td></td>
</tr>
</tbody>
</table>

*Playbook pages 16, 30–31*
<table>
<thead>
<tr>
<th>Task</th>
<th>Crafting the WHAT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Renew a Task</strong></td>
<td>How could a task be infused with a strength or value? Ex: gratitude in team meeting; learning/connecting with emails</td>
</tr>
<tr>
<td><strong>Re-order a Task</strong></td>
<td>When is optimal to do “x” task? Ex: emails; meetings; social connect.</td>
</tr>
<tr>
<td><strong>Outsource</strong></td>
<td>What can be delegated? Ex: ?</td>
</tr>
<tr>
<td><strong>Other . . .</strong></td>
<td>(Mielke, 2018)</td>
</tr>
</tbody>
</table>
Relational Crafting the WHO
In what ways am I honouring my Introversion/Extroversion?

Could I be more intentional with mentorship?

How might “relational routines” create more opportunities to connect?

Etc . . .
Cognitive Crafting
the WHY
Focus on SERVICE - especially with less desirable tasks

How will my actions help someone?

(Mielke, 2018)
<table>
<thead>
<tr>
<th>Things beyond my immediate control</th>
<th>Things <strong>within my control</strong></th>
<th>Things <strong>within my control that are meaningful</strong> to influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The parenting history and home experiences of our students</td>
<td>Communication with parents</td>
<td>Having empowering conversations /w parents to identify ways they can support their child’s learning</td>
</tr>
</tbody>
</table>

(Mielke, 2018: How job crafting can prevent educator burnout)
the HOW

... in 11 minutes!
Cue - Routine - Reward
But I don’t have time for
woop!

woopmylife.org

*Playbook pages 16/34
WOOP helps people do the things they really want to do.

<table>
<thead>
<tr>
<th>WISH</th>
<th>Specific; requires self-control; can be accomplished in time frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>My wish:</td>
<td>Get an A on my biology quiz</td>
</tr>
<tr>
<td>What is an important wish that you want to accomplish? Your wish should be challenging but feasible.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>Fulfilling and motivating; clearly visualized; reduced to most crucial aspects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best outcome:</td>
<td>I'll feel proud</td>
</tr>
<tr>
<td>What will be the best result from accomplishing your wish? How will you feel? Pause and really imagine the outcome.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OBSTACLE</th>
<th>Inner obstacle, not outside barrier; clearly visualized; reduced to most crucial aspects</th>
</tr>
</thead>
<tbody>
<tr>
<td>My obstacle:</td>
<td>I procrastinate</td>
</tr>
<tr>
<td>What is the main obstacle inside you that might prevent you from accomplishing your wish? Pause and really imagine the obstacle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLAN</th>
<th>Observable action rather than internal decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>When:</td>
<td>I finish dinner</td>
</tr>
<tr>
<td>Then I will:</td>
<td>Student has all resources/skills needed to implement plan</td>
</tr>
<tr>
<td>(my action)</td>
<td>Make 5 flash cards</td>
</tr>
<tr>
<td>What's an effective action to tackle the obstacle? Make a when-then plan.</td>
<td></td>
</tr>
</tbody>
</table>
Wish: What is your wish?
Is this wish dear to you?
Is it feasible?
Is it challenging?
Did you summarize it in 3-6 words?

Outcome: What is the best outcome?
Is it a truly fulfilling outcome?
Did you summarize it in 3-6 words?
Did you take enough time to imagine this best outcome?
If not: close your eyes and imagine the best outcome. Imagine it fully.

Obstacle: What is your main inner obstacle?
Is your obstacle an inner obstacle?
Is it a true inner obstacle or just an excuse?
Did you summarize it in 3-6 words?
Did you take enough time to imagine your main obstacle?
If not: close your eyes and imagine your main obstacle. Imagine it fully.

Plan: What is your plan?
Did you find an effective action or thought to overcome your obstacle?
Did you summarize it in 3-6 words?
Check if the plan has the following structure: “If [obstacle], then I will [action to overcome obstacle]”
If not: Do the if-then plan again.

woopmylife.org
You get a call mid-August from a veteran teacher who has seasonal asthma. The teacher is VERY anxious about returning to the classroom considering Covid-19. What will you do to support the psychological capital of the teacher?
Basics of your new toolkit:

- **Introduction**
  - School leadership and well-being
  - Positive psychology: the science of well-being

- **Psychological Capital**
  - **HERO**: Hope, Efficacy, Optimism + scenarios

- **Resilience**
  - **HERO**: Resilience
  - Building protective factors: mental agility, connection, meaning, job crafting, + habits

- **Culminating scenario**
Thank You!

brian.andjelic@cass.ab.ca
Twitter: @brianAndjelic

dana@everactive.org
permanent email: dana.fulwiler@gmail.com
Twitter: @danafulwiler