

CASS Community of Practice: Creating a Playbook to Accompany and Support the *Workplace Wellness Planning and Implementation Guide*

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

Continuing to support Alberta School Authorities with workplace wellness planning and implementation is a key component of the CASS/WellAhead partnership. Goal #1 of the partnership is “To increase the number of school authorities that have workplace wellness as a priority.” CASS members have repeatedly indicated a desire to learn from and with one another as part of their learning. Further, wellness has been identified by CASS members as a priority for inclusion at conferences and at on-line learning opportunities. System education leaders recognize wellness as the thread that strengthens the capacity to meet Alberta’s professional practice standards.



Supporting implementation of School Authority Workplace Wellness Plans CASS 2020

Connections to Alberta Context

In response, CASS offered a session at the 2020 CASS Fall Conference titled...**CASS Community of Practice: Creating a Playbook to Accompany and Support the *Workplace Wellness Planning and Implementation Guide*.**

The CASS Workplace Wellness Framework has five conditions and CASS has created a community of practice for each condition. At the fall conference, session participants had the option of choosing or being placed randomly into breakout rooms each designed to facilitate early conversations of the respective communities of practice.

The goal of each CoP is to identify additional practices and resources to support each of the five conditions. This goal may be achieved through; reviewing practices already in existence in Alberta school authorities, reviewing resources to support those practices that are in use, reviewing other practices and resources that may support each condition, such as literature reviews, subject searches, or scanning for other articles pertaining to the content described in each of the 5 Conditions in the Framework and described in the Planning and Implementation Guide.

[Watch the recording here.](#)

Acknowledgements

Professional thanks to the delegates who attended this session and contributed to the conversation.

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Participants’ Reflections—Honouring Collective Wisdom

“Student wellness initiatives, programs and outcomes have been an interest throughout my career and the connection between educator’s wellness and the impact on students’ wellness intrigues me. I can’t imagine anything more important, as a system leader to invest in and the opportunity to work and learn with colleagues across the province is very exciting to me.”

Heather Putio
Assistant Superintendent Inclusive Education



“I signed up to the wellness COP as staff wellness leadership is in my portfolio and the opportunity to collaborate with leaders who are also focused on this work from other divisions supports my leadership. Through the sharing of ideas and the collaborative conversations, we curate resources for others as well as create connections and build our own knowledge and capacity. I value the connections and the feeling of support that comes from working this way.”

Cynthia Glaicar
Director of Staff Learning



Research to Practice

Questions for reflection and dialogue within your context.

1. What practices within each of the five conditions as described in the CASS Workplace Wellness Planning and Implementation Guide is your school authority already implementing with some success? (reference quick self-assessment on page 18)
2. What other workplace wellness practices have the potential to make a positive difference?
3. What resources, including research, people, networks, print and electronic forms, might support your workplace wellness plan?



Additional Supports for System Leadership Capacity

CASS Professional Learning, Resources and Research
<https://cassalberta.ca/>

<https://cassalberta.ca/resources/wellness/>
<http://www.communityofpractice.ca/>

Presentation Slides

This learning opportunity is coherent with the SLQS competencies indicated below.



The Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent’s ongoing analysis of the context, and the superintendent’s decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.
Alberta Education February 2018



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

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