

CASS Workplace Wellness Sessions at the 2020 CASS Fall Conference

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

Role-alike Session

The session included 43 system leaders focused on supporting workplace wellness.

Heather Putio, Assistant Superintendent Inclusive Education, Peace Wapiti School Division, shared a very courageous personal story of well-being. This set the scene for the group to connect and take risks in breakout rooms sharing their stories of wellness issues and solutions from their own school authorities.

Trends identified from system leaders include:

- CASS should continue with workplace wellness as a priority.
- We need new ways to connect with each other and our staff considering the pandemic and online realities.
- We should work towards reasonable expectations of staff considering the context, meeting people where they are at and knowing and validating their stories.
- Additional input from delegates about trends can be [accessed here](#).

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Wellness Takes Flight in Chinook’s Edge School Division: An Alberta Story of Practice Presented by Kurt Sacher, Ray Hoppins, Aaryn Manning (Chinook’s Edge School Division), Genevieve Montemurro (U of A, School of Public Health, Sircle Research Lab)

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This session centered on descriptions of practices and resources within Chinook’s Edge School Division related to workplace wellness, especially the critical role of leadership. The University of Alberta School of Public Health has been an important partner, working closely with Chinook’s Edge School Division. This partnership includes the U of A / WellAhead Case Study leadership in wellness video series. Visit the U of A SIRCLE Research Lab [YouTube channel](#) to hear directly from school authorities in Alberta and BC about their Stories of (Leadership) Practice.



For further information, contact Aaryn Manning at 403-227-7064 or amanning@cesd73.ca

Click on image to view or download.

Chinook’s Edge workplace wellness practices are coherent with the conditions described within the *CASS Workplace Wellness Framework*. [Staff Health & Wellness Supports in CESD](#) [Watch the recording here](#).

Acknowledgements

Professional thanks to the delegates who attended these sessions and contributed to the conversation.

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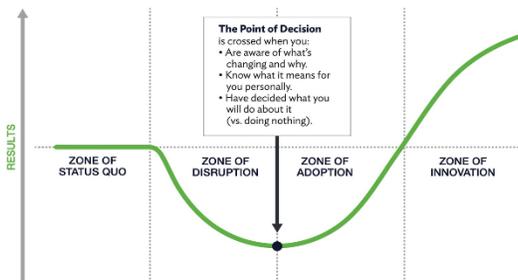


Summary Points

Emerging Stronger

Presented by Anthea Boras, Client Partner & Kelly Johnson, Coach / Consultant FranklinCovey (Education Division)
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We are living in a time of disruptive change which requires a great deal of adaptation by senior leadership and our teams, not to mention our families and students. Understanding change and responding intentionally to it supports our leadership development and promotes personal and professional wellness for all members of our immediate team and school district.



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- As senior leaders, assessing and reframing our experience of change helps us navigate change effectively and with attention to improving results. It also helps us act as role-models of effective change navigation with our teams.
- Change impacts emotional, financial, and other results important to the organization. Typically, results suffer initially.
- All change follows a predictable pattern from status quo to disruption, adoption, and innovation.
- Calls to action for senior leaders:
 - Zone of status quo - Recognize and honour that individuals and teams compare results they are getting while going through a change to what they perceived as their experience before it.
 - Zone of disruption - Things we are accustomed to disappear and what we have been used to doing stops working making us uncomfortable.
- Attend to a daily routine of personal wellness in all dimensions: body, mind, heart and spirit (Habit 7: Sharpen the Saw) in order to show up at your best. Provide intentional support to others to do the same.
- At the point of decision - To move from disruption to adoption, individuals and teams need to understand what's changing and why, then, make decisions about what they are going to do. Help others navigate change by modeling, facilitating and teaching hope. This means strengthening the collective sense of personal agency (Habit 1: Be Proactive), setting goals (Habit 2: Begin with the End in Mind) and planning (Habit 3: Put First Things First).
- Zone of adoption - This zone feels overwhelming and confusing yet optimistic at the same time as we adopt new and better actions. Be intentional about making time to reflect and recommit to choices made at the point of decision. It's tempting to in continuous action, but this zone calls for purposeful reflection in order to adjust and recommit, sometimes daily. Model productive failure to normalize it and validate the experience of others.
- Zone of innovation - There is a feeling of invigoration as positive results multiply due to specific new actions. Highlight improvements in results especially as they begin to outstrip results from before the change. Stabilize this as the new status quo.
- Actions we can take throughout change include using proactive language in all interactions (i.e. "let us look at our options" rather than "we have no choice"), modeling personal wellness and facilitating hope.
- As senior leaders, we tend to be ahead of our teams in moving through the zones of change. What we say and do (or do not) signals to our stakeholders and teams what the change means and how one should respond to it.

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Research to Practice

Questions for reflection and dialogue within your context.

1. Which of the many practices and suggestions indicated throughout these sessions will I commit to moving forward for myself, within my team, or within my school authority?
2. Of the many practices and suggestions indicated throughout these sessions will we apply, in our school authority, to the CASS Workplace Wellness Framework through using the Guide to Planning and Implementation?
3. Change starts first with us. Reflect on the ways that you are modeling daily personal wellness. What might be some ways that you could innovate and emerge stronger from this challenge?
4. What elements of resilience (i.e. routines) do you currently have in place that strengthen a sense of certainty for staff? What might you add?



Supporting implementation of School Authority Workplace Wellness Plans CASS 2020



Additional Supports for System Leadership Capacity

CASS Workplace Wellness

<https://cassalberta.ca/resources/wellness/>

Additional supports for System Leadership Capacity:

Leader In Me <https://www.leaderinme.org/>

Franklin Covey Education

<https://www.franklincovey.com/Solutions/education/>

Recommended Reading:

The 7 Habits of Highly Effective People by Dr. Stephen R. Covey

The 4 Disciplines of Execution by Chris McChesney, Sean Covey and Jim Huling

The Speed of Trust by Stephen M.R. Covey

Recommended Listening:

Podcast - On Leadership with Scott Miller -

<https://resources.franklincovey.com/on-leadership-with-scott-miller>

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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