

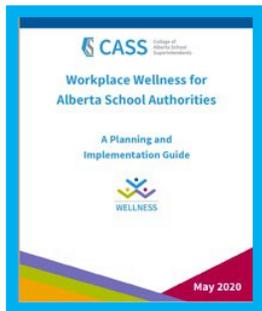
## CASS Workplace Wellness: Planning and Implementation Guide

Brian Andjelic and Jim McLellan  
CASS Directors of Learning, Wellness

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

System education leaders recognize wellness as the thread that strengthens the capacity to meet Alberta’s professional practice standards. They invest the time and resources to foster system-wide, comprehensive, collaborative wellness practices, leading to improved staff performance and healthy learning communities focused on student outcomes.



Complementing several well-researched frameworks, CASS’ *Workplace Wellness for Alberta School Authorities: A Planning and Implementation Guide* offers system education leaders a framework, planning, and implementation tool to support the development of workplace

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

The CASS workplace wellness framework is designed for Alberta system leaders and makes use of existing research-based frameworks, was informed by the CASS school authority environmental scan/needs assessment (see environmental scan/needs assessment on website link), and interviews, and was based on learning from networks and organizations across Canada.

The CASS workplace wellness framework has five Conditions that should be addressed when system planning and developing a comprehensive and integrated approach.

**A Comprehensive and Integrated Approach** 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.

**Leadership, Shared Vision, and Commitment** School authority leaders provide leadership when they support the development of a shared vision and demonstrate a commitment to workplace wellness.

**Evidence and Research** School authority workplace wellness approaches are effective when they are evidence- and research-based.

**Roles and Responsibilities** Workplace wellness can best be achieved when all partners share responsibility and ownership for planning and implementation.

**Systemic Professional Learning** 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.



Watch the recording here:  
[https://youtu.be/AVFlcFoz\\_ow](https://youtu.be/AVFlcFoz_ow)

# Participants’ Reflections—Honouring Collective Wisdom

CASS Members reviewed—in more depth—the guide and conditions. Feedback included:

- ✚ The guide provided an opportunity to plan for leaders, teachers, and staff, as well as student well-being based on the dimensions of wellness: physical, mental, and social/emotional.
- ✚ Guide and self-assessment tools are simple to use, yet comprehensive.
- ✚ Identifying the indicators for implementation for each condition is helpful. We also know that we can include additional indicators based on our context.

- ✚ A great get-started document. Helps to get over the initial get-started hurdle. Others who are further ahead can check their progress against the guide.
- ✚ Appreciate the framework vs a model, knowing that a framework allows us to start where we are at with a strength and then move to any condition in our work and reflections.
- ✚ CASS Leadership Excellence: Alberta Stories of Practice was modelled by Chinooks Edge School Division in a video created by Dr. Kate Storey’s SIRCLE Research Lab in the School of Public Health, University of Alberta. The video, embedded in the recording, represents this school authority’s shared vision and commitment to workplace wellness.

## Research to Practice

### Questions for reflection and dialogue within your context.

1. What is the value of developing a school authority plan through collaborative processes? Who might you collaborate with to develop a comprehensive and integrated plan?
2. Who are your community partners and resources? How might you best access their expertise to benefit your school authority plan?
3. How can developing a school authority workplace wellness plan address the professional practice standard(s)? An updated professional practice profile (June 2020) will include the workplace wellness construct.

<https://cassalberta.ca/resources/practice-profile/>

## Additional Supports for System Leadership Capacity

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

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