



Northern Gateway,
Public Schools

Empowering School & System Leaders: Leveraging Comprehensive Wellness Data for Staff Wellbeing & System Gains

CASS Spring Conference 2025



BLULANTERN INC
Measuring and Guiding Wellness

Welcome & Introductions



Things that keep us well.... Leslee



Things that keep us well... Amber



Things that keep us well.... Tammy



Session Connection to the SLQS

- **Building Effective Relationships**
- **Modeling Commitment to Professional Learning**
- **Leading Learning**



Session Connection to the LQS

- **Fostering Effective Relationships**
- **Modeling Commitment to Professional Learning**
- **Leading a Learning Community**



Session Overview

- **NGPS prioritizing wellness both students and staff**
 - **Current wellness focus**
- **BluLantern's Beacon 4+ Wellness Data Collection Tool**
- **Implementation timeline and process with NGPS 2022 and 2024**
- **NGPS Data Insights**
- **Leadership impact and expectations**
- **Impact**



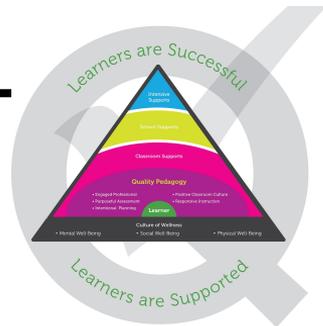
NGPS Wellness Journey



Northern Gateway
Public Schools

Mission:

NGPS strives to have highly effective, healthy, resilient employees who embrace the Quality Learning Environment (QLE) Culture of Wellness Domains as they positively impact student success.



Vision:

NGPS provides opportunities to engage, and empower employees well-being through focused/intentional support for their physical, mental and social well-being, and ensuring a positive and inclusive working environment.

Alignment with NGPS Priorities

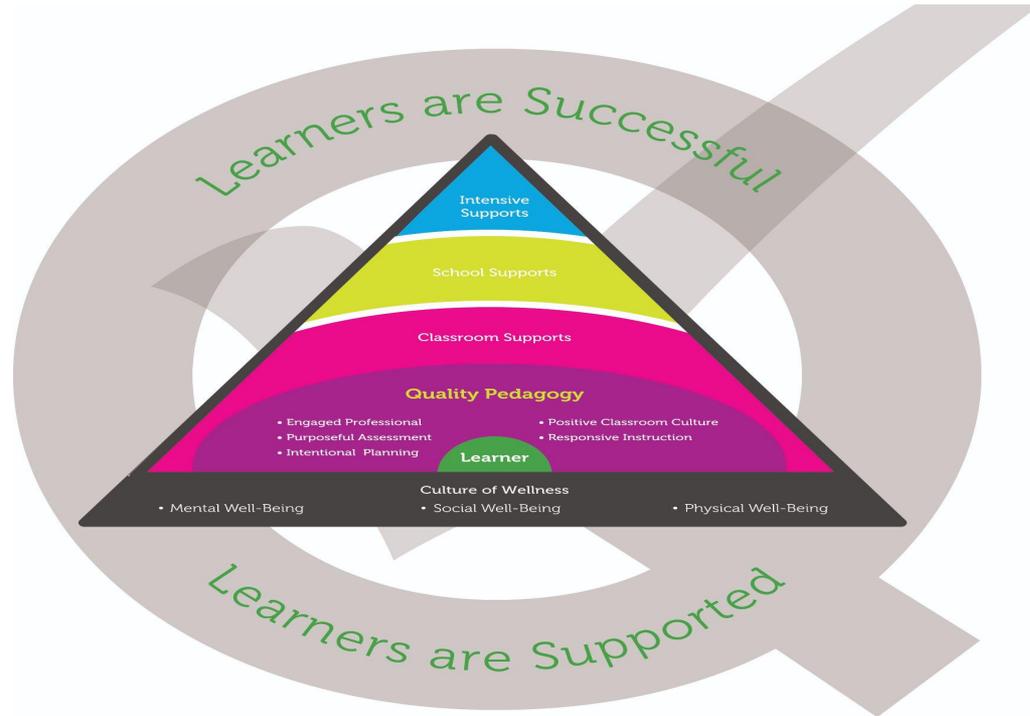
Provincial Domain: Student Growth and Achievement Learners are Successful

OUTCOME 1: Learners achieve acceptable and excellence standards in curricular outcomes.

Strategies	Measures
<ul style="list-style-type: none"> • School Action Plans include a mathematics fluency goal. • Continued implementation of the new K-6 Mathematics curriculum. • School Action Plans include a literacy goal which focuses on strategies to improve imaging and inferencing. • Continued implementation of the new K-6 English Language Arts and Literature curriculum. • Implementation of the K-6 Science curriculum. • Explore the development of an NGPS Literacy Framework. • Explore the development of an NGPS Numeracy Framework • Provide the opportunities for intentional planning, responsive instruction and purposeful assessment to improve student achievement through the processes and structures of Collaborative Team Meetings. • Schools are committed to providing a Quality Learning Environment for all students. • In support of students' achievement, we are committed to learning about and understanding the ways of thinking, knowing and doing with our diverse population. • Build capacity with administrators and teachers to analyze screening data as well as classroom data through Collaborative Response to improve student learning. • Staff wellness is supported through capacity building in the areas of Mental Health first aid, psychological first aid and suicide awareness. 	<p>Required Provincial Measures</p> <ul style="list-style-type: none"> • Diploma Exam Results • Provincial Achievement Test Results • High School Completion • Citizenship • Student Learning Engagement • Education Quality • Access to Supports and Services • First Nations, Métis and Inuit Student Success <ul style="list-style-type: none"> - Disaggregated student achievement measures from the NGPS Assurance Measures Results (Provincial Achievement Tests, Diploma Examinations, Graduation Rate, High School Completion) • Castles and Coltheart Test (CC3) • Letter Name-Sound Test (LeNS) • EICS Numeracy screening assessment <p>Required Local Components</p> <ul style="list-style-type: none"> • EYE-TA Data • F&P Benchmark • HLAT • MIPI • Monitor VTRA and risk assessment cases • Survey of First Nations, Métis and Inuit Advocates • First Nations, Métis and Inuit Student Success <ul style="list-style-type: none"> - Disaggregated student achievement local measures (MIPI, EYE-TA, HLAT, F&P)



What is it?





QUALITY LEARNING ENVIRONMENT OVERVIEW

Clearly articulating the dimensions of quality learning environments is essential to ensuring strong instructional practices across Northern Gateway. This iterative process is built upon the guiding principle that we have outstanding educators who can collectively define the common tenets of highly impactful and effective instruction.

Quality Pedagogy Domains

Culture of Wellness Domains

Physical Well-Being - All staff are supported to learn and engage in positive choices for physical well-being in a healthy environment. A culture focused on physical well-being requires adaptive and flexible programs and opportunities, as well as supportive leadership, and has shown to have a positive impact on staff productivity, job satisfaction, stress management, morale, and a reduction in staff absenteeism and illness (Birdee et al., 2013; Herbert & Lohmann, 2011).

Self-Care - Staff are aware of the connection between physical activity and mental health (Birdee et al., 2013) and assume ownership of their own physical well-being. Regular physical activity (Barr-Anderson et al., 2011), nutrition and sleep are understood as important components (LeCheminant, Merrill, & Masterson, 2015).

Physical Environment - Staff are cognizant of, and responsive to, opportunities and hazards the physical environment presents. Opportunities for creation and use of positive physical spaces to bolster self-care exist (Langley & Kulinna, 2018). Staff advocates for positive physical spaces by reporting hazards and/or concerns about the physical environment.

Awareness, Application and Growth - Staff are supported to make healthy choices related to their physical well-being, with opportunities available for continued learning. Collaboration occurs to share ideas and expertise. Staff are encouraged to make informed decisions about physical well-being.

Mental Well-Being - Staff are supported to learn about efforts they can take collectively and individually to positively impact their own mental well-being. Ensuring a specific focus on mental well-being has shown to decrease stress, burnout and other negative factors (Cezar-Vaz et al., 2015). Understanding and intentionally tending to a culture of mental well-being ultimately ensures healthy academic environments for all school community members (Gray, Wilcox, & Nordstokke, 2017).

Advocacy for Mental Health - Awareness and promotion of mental health exists within the workplace but "is not the sole responsibility of an organization or its leaders" (Burns & Machin, 2013, p. 321). Staff are aware of opportunities and are able to engage in professional and personal conversations and activities regarding mental health and mental health support within and outside of the school. Staff understand the value of self care in creating healthy balance in all aspects of life.

Strive for Balance - Staff engage in positive practices and self reflections that promote a balanced lifestyle. Staff are aware of and able to identify and understand stress management strategies in order to cope effectively with stressful situations. Staff understand and practice personal strategies that positively impact mental well-being in all aspects of life, which are shown to lead to higher levels of happiness at work (Benevene et al., 2019).

Awareness and Application - Staff engage in continuous learning about mental health research and practice to increase their awareness and understanding of the impacts of mental well-being. Staff apply this learning through self-reflection related to their personal mental well-being, to help build organizational resources and capacities that support and nurture staff morale and well-being (Wilson et al., 2004).

Social Well-Being - Staff engage and develop professional relationships to build a cohesive climate of trust, considered to be a foundation for school effectiveness (Huang, Yin & Lv, 2019). Recognizing that social support has a powerful impact on overall well-being (Li & Zhang, 2019; Chi, Yeh & Wu, 2014), staff establish and maintain meaningful connections.

Professionally Engaged Participant - Staff participate and contribute to a collaborative school culture, which positively impacts job satisfaction, staff enthusiasm and relationships with students (Edinger & Edinger, 2018). Staff seek out opportunities to engage with peers, through school and district-wide structures and processes that provide working conditions to support meaningful interactions.

Connections and Relationship Building - Staff develop positive connections and relationships with others. Opportunities exist in schools to establish and maintain connections, creating a sense of community. When necessary, reaching out for assistance is encouraged and supported.

Growth for Learning - Staff engage in ongoing reflection to enhance social well-being to cultivate a quality learning environment. Staff engage in collaborative professional learning that lead to high levels of self-efficacy and individual job satisfaction (Podgziński, 2013), as well as higher levels of shared professional capital (Hargreaves & Fullan, 2012).

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Student Wellness K-12

Culture of Wellness - School-based facilitators

System Workplace Wellness Advisory Team

NGPS Wellness Teams

District Wellness Teams

- **Student Wellness - update for this year**
- **Site Based Wellness**
- **System Wellness Advisory Team**



Data Collection



Goals of Data Collection

- Create the 3 Year Plan for Wellness
- Have the most current data possible with a wellness focus
- Opportunity for voice and engagement of staff
- Ensure data will be used to inform a system wide wellness plan/strategy
- Have information to determine where to align our supports and resources
- Planning at all levels
- Celebrate what is working well with our wellness focus thus far



NGPS Beacon4+ Wellness Data

- Staff - Surveys & Interviews
- Student Surveys
- Parent Surveys



SAFE

In the context of this survey, safe environments are ones in which members of the school, or workplace are free of the fear of harm, including potential threats from inside or outside the organization. Attitudes and actions support an environment that is resistant to disruption and intrusion, and enables a constant focus on growth, continuous improvement and achievement.

Components measured include:

- Reporting of unsafe/violent/severe incidents
- Threats or gang activity and actions
- Substance use and/or abuse
- Emergency/crisis response/child protection
- Visitor safety and safe visitors

RESPECTFUL

In the context of this survey, a respectful environment is one in which members of the school community recognize: their own rights, the rights of others, and exercise their responsibilities as school citizens. This section of the survey deals with character development, respect, acceptable behavior, bullying, harassment and intimidation.

Respectful School Components:

- Acceptable Behavior
- Respect
- Bullying/harassment/intimidation
- Code of Conduct
- Bullying
- Character and Citizenship



CARING

In the context of this survey, a caring environment is one in which members feel empathy, a sense of belonging, and have opportunities to relate to one another in positive, supportive ways. All aspects of school life embrace and reflect diversity. This includes embracing diversity and equity.

Components Include:

- Recognizing Diversity
- Inclusive Programming
- Awareness of Human Rights

WELCOMING

In the context of this survey a welcoming environment focuses on a climate that contributes to a feeling of belonging with others. This includes: recognizing the rights of others, tolerance for diversity, and ensuring everyone feels welcome.

Components include:

- Welcoming environment and positive climate
- Family and community engagement
- Welcoming guests and visitors
- Tolerance for diversity
- Sense of belonging



COVID-19 IMPACT

In the context of this survey COVID - 19 is measured because of our current reality. It is not something we asked for or could have even prepared for, and yet, it is something that completely turned life as we know it upside down. Along with the normal stresses of life, COVID-19 has had a profound impact on everyone.

Components include:

- Pandemic stress
- Finances
- Violence and trauma
- Connectedness
- Substance use
- Mental Health
- Physical Impact

MENTAL HEALTH

In the context of this survey Mental Health is a state of well-being. Just like we each have a state of physical health, we also each have our mental health to look after. It's enjoying life, having a sense of purpose, and being able to manage life's highs and lows.

Components Include:

- Depression
- Anxiety
- Mental Illness
- Self Harm and suicidal Ideation
- Substances and their impact Mental Health
- Stress



WELLNESS

In the context of this survey we are using the World Health Organization's definition, "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." Wellness goes beyond physical health to include an individual's ability to identify and achieve goals, satisfy needs, and the ability to change and cope with the demands of our environment.

Components include:

- Physical
- Emotional
- Social
- Stress Management
- Feelings and self esteem
- Communication & Relationships
- Spirituality



SYSTEM WELLNESS

This section of the report will allow for a system to determine if they have policies, procedures, processes, and practices that support and align with a wellness focus. It will also surface how well those structures are understood and practiced.

DEMOGRAPHICS

This portion of the report allows for information to be collected that evidences diversity and equity. The data collected will be disaggregated according to ethnicity, age and gender. This will provide a more comprehensive and accurate data picture.

Flexibility of the tool



- Alignment of each question
- Customization for context
- Can be adjusted to align completely with:
 - Choice of audience
 - Choice of questions / categories
- Measures system areas such as: policies, procedures, practices, roles, professional development, etc.
- Can be disaggregated to fit the systems needs for local data, assurance, sites, etc.

NGPS Survey Customization

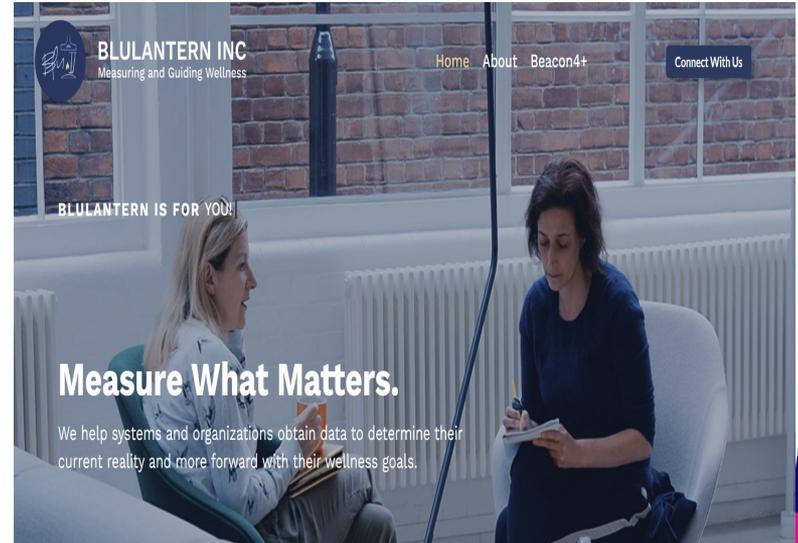
- Communication section added
- Changes to questions from certain sections as a result of feedback from Admin and System Wellness Team





Completion Rate

- BluLantern - External Company
- First round of surveys conducted during the pandemic (2022)
 - 70% of All Staff
 - 370 of possible 529
 - [Link to Report](#)
- Second round (2024)
 - 80% of ALL Staff
 - 423 of possible 531
 - [Link to Report](#)



Beacon 4 + Data Collection STAFF



**Disaggregated in the
following groups:**

- **Comprehensive Report**
- **Employee Groups**
- **School Reports**
- **QLE Alignment**



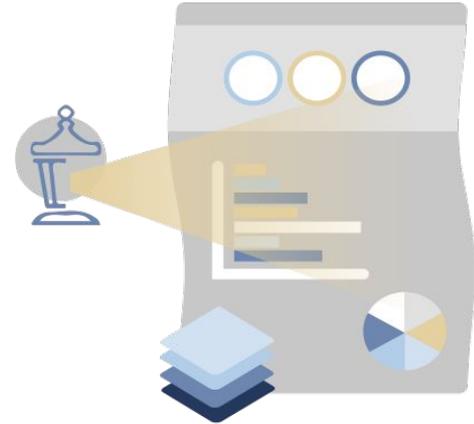
DATA REPORT

Northern Gateway Public Schools
Box 840, 4816 - 49 Avenue
Whitecourt, Alberta T7S 1N8



NGPS Staff Comprehensive Report
(423 Responses of a possible 531)
Report Generated April 2024

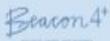
Comprehensive Report



Employee Groups - Data for each employee group

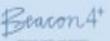



DATA REPORT
Northern Gateway Public Schools
Box 845, 4515 - 47 Avenue
Whitson, Alberta T7E 1A8



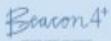
 **NGPS - Educational Assistants...**


DATA REPORT
Northern Gateway Public Schools
Box 845, 4515 - 47 Avenue
Whitson, Alberta T7E 1A8



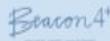
 **NGPS - SCHOOL LEADERSHIP...**


DATA REPORT
Northern Gateway Public Schools
Box 845, 4515 - 47 Avenue
Whitson, Alberta T7E 1A8



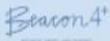
 **NGPS - School Support Staff.p...**


DATA REPORT
Northern Gateway Public Schools
Box 845, 4515 - 47 Avenue
Whitson, Alberta T7E 1A8



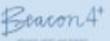
 **NGPS - SYSTEM LEADERSHIP...**


DATA REPORT
Northern Gateway Public Schools
Box 845, 4515 - 47 Avenue
Whitson, Alberta T7E 1A8



 **NGPS - System Support Staff...**


DATA REPORT
Northern Gateway Public Schools
Box 845, 4515 - 47 Avenue
Whitson, Alberta T7E 1A8



 **NGPS - Teachers.pdf**

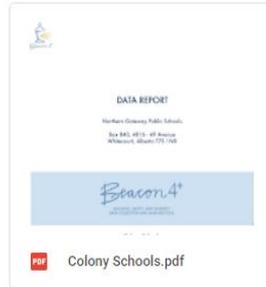


Northern Gateway
Public Schools

School Reports: Data for each school

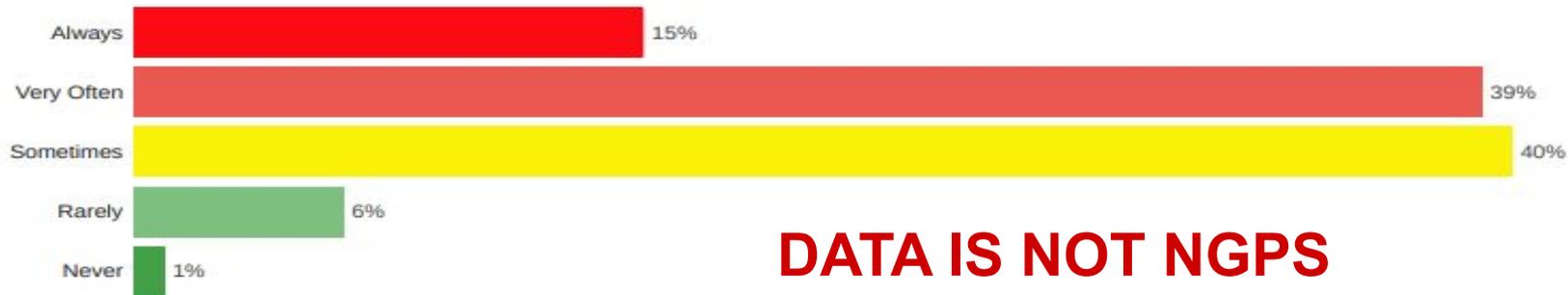


Northern Gateway
Public Schools



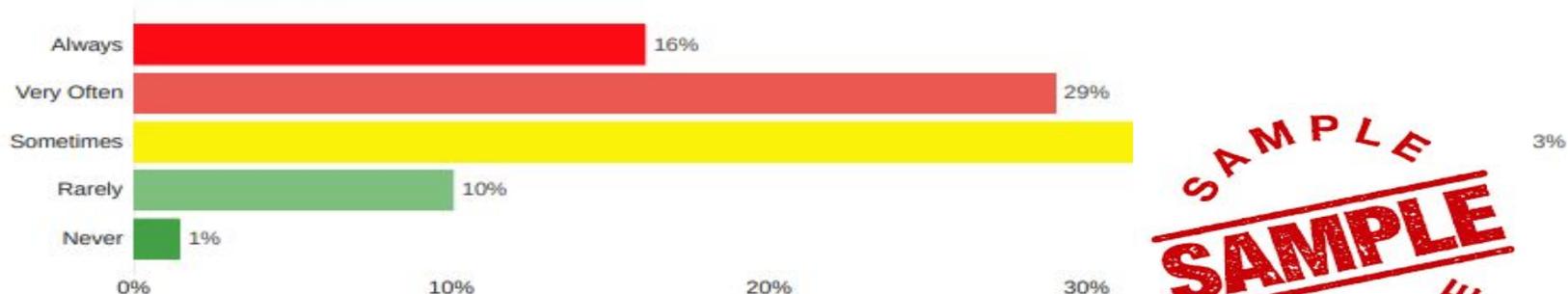
Comprehensive Report - MENTAL HEALTH

Is your life stressful?



**DATA IS NOT NGPS
DATA**

Do you find work stressful?



EA General Findings: Safe



SAFE 2022

Celebrations

- Safety Perception: 70% feel safe at school/work.
- Policy Awareness: 99% know safety procedures.

Areas for Growth

- Threatening Behavior: 23% have witnessed threatening behavior (sometimes or more).
- Criminal Activity: 6% have seen criminal acts on school property (sometimes or more).

SAFE 2024

Celebrations

- Safety Perception: 94% feel safe at work.
- Policy Awareness: 94% know safety procedures.

Areas for Growth

- Threatening Behaviour:
 - a. 21% report threatening behavior among students.
 - b. Staff 4% see threats from staff
 - c. Parent Behavior: 5% from parents.
- Criminal Activity: 13% have seen criminal acts.

EA General Findings Caring



2022

Celebrations

- Sense of Belonging: 75% feel a sense of belonging (always or very often).
- Staff Kindness:
 - a. 81% believe staff are kind and act in a professional manner

Areas for Growth

- Teaching about Diversity: 53% teach about different cultures less than very often.
- Discrimination: 19% feel discrimination occurs at school (sometimes or more).

2024

Celebrations

- Sense of Belonging: 75% feel a sense of belonging at work (always or very often).
- Staff Kindness: 85% see staff as kind and professional towards others.

Areas for Growth

- Equal Treatment: 8-12% of staff feel inconsistently treatment
- Discrimination Perception: 7% believe discrimination occurs at the workplace (sometimes or more).

EA General Findings Mental Health



2022

Celebrations

- Life Balance: 83% feel they can handle daily demands (always or very often).
- Support Systems: 46% access support systems regularly (always or very often).

Areas for Growth

- Stress Levels:
 - a. 39% find life stressful (always or very often).
 - b. 31% find work stressful (always or very often).
- Mental Health 14% have experienced prolonged sadness and 8% have dealt with prolonged anxiety
- Finances: 23% worry always or very often

2024

Celebrations

- Life Balance: 90% feel they can handle daily demands (always or very often).
- Support Systems: 75% have access to a support system (always or very often).

Areas for Growth

- Stress Levels: 28% find life stressful (always or very often).
- Work Stress: 19% find work stressful (always or very often).
- Mental Health 30% have experienced prolonged sadness, and 20% have dealt with prolonged anxiety.
- Finances: 44% worry always or very often

Workplace Wellness for Alberta School Authorities

A Planning and Implementation Guide



October 2020



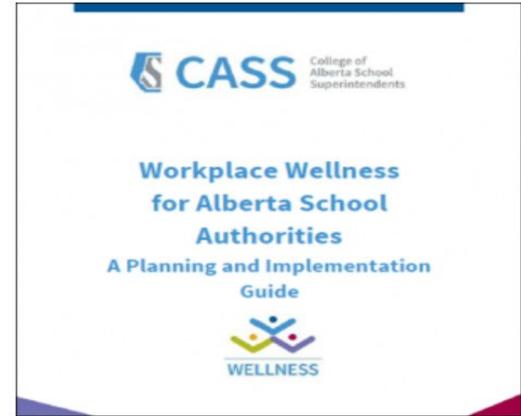


Learning Guide CASS Workplace Wellness: Planning and Implementation Guide

This learning guide offers a summary of the online session offered and a link to the recording. A summary of CASS members thoughts on how they would use this resource are also included. Reflective questions are provided focusing on application of the learning, specifically with your system leadership team.

CASS Workplace Wellness... so many resources!!

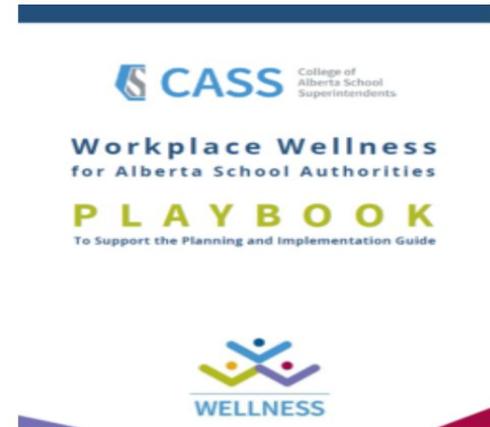
[LINK](#)

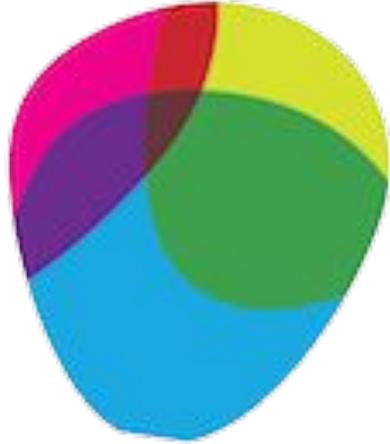


Wellness Practice Profile

CASS Practice Profiles

One additional construct, based on the Alberta context and members' needs, has been added to the CASS Practice Profile. This construct, following the required Alberta Education SLQS competencies, is framed around the conditions represented in the CASS Workplace Wellness Framework. System leaders are more likely to meet the professional practice standard when they are well.



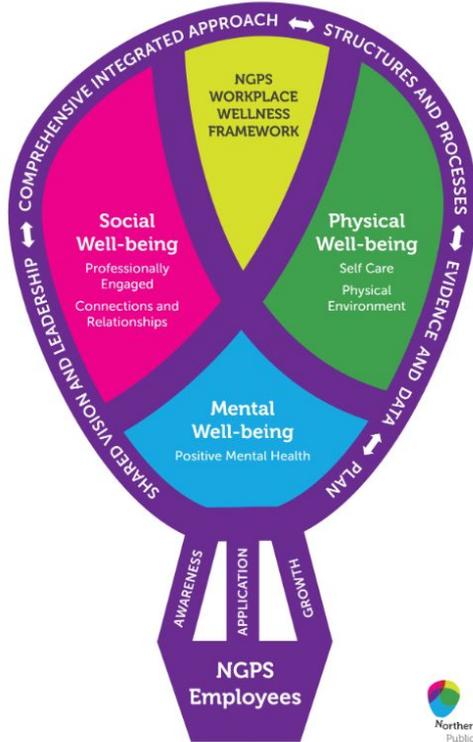


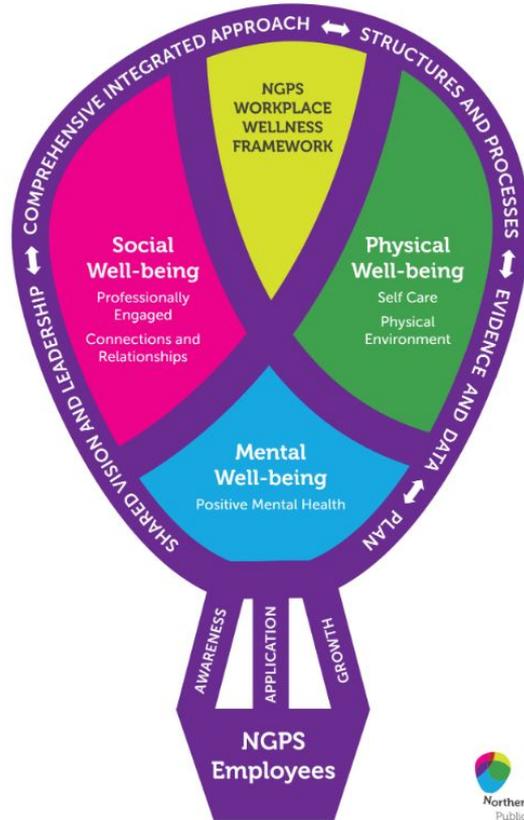
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Wellness Framework Overview



Visual





Interactive Web Page

Reflection & Connection



Leadership Impact & Expectations

Layers of wellness
teams

All leaders at all levels

Data analysis

Action plans



Process

- Wellness Survey Round 1
 - Interviews
 - Reports
 - Surveys & Interviews
 - Data Conversations: Principals, LS, System Workplace Wellness Team
- Wellness Survey Round 2
 - Shared Data Collection Process and Survey Tool
 - Customize for NGPS
 - Survey Completion
 - Reports
 - Data Conversations: Principals, DO Leaders, System Workplace Wellness Team

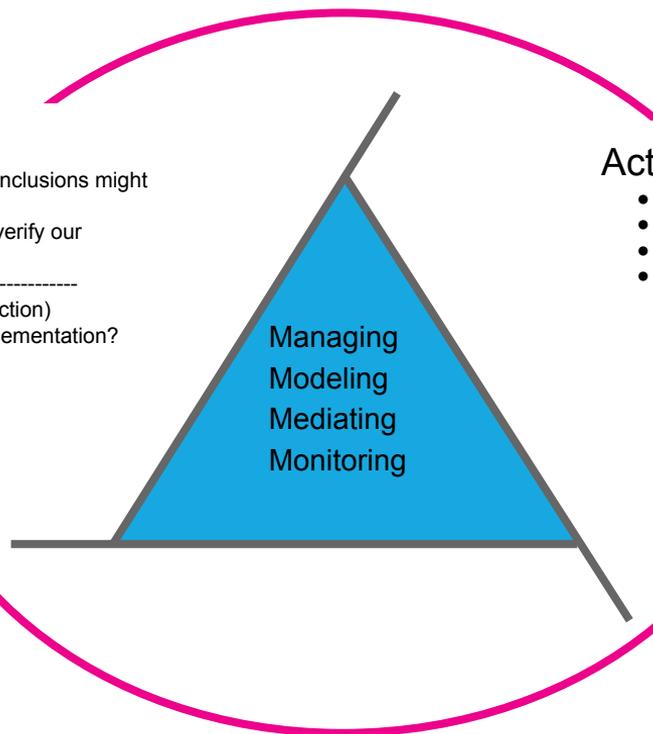


Organizing and Integrating

- What inferences, explanations, or conclusions might we draw? (causation)
 - What additional data sources might verify our explanations? (confirmation)
-
- What solutions might we explore? (action)
 - What data will we need to guide implementation? (calibration)

Activating and Engaging

- What are some predictions we are making?
- With what assumptions are we entering?
- What are some questions we are asking?
- What are some possibilities for learning that this experience presents to us?



Exploring and Discovering

- What important points seem to “pop-out”?
- What are some patterns, categories or trends that are emerging?
- What seems to be surprising or unexpected?
- What are some things we have not yet explored?

The Collaborative Learning Cycle

Lipton, L. & Wellman, B. (2012). *Got Data? Now What?* Bloomington, IN: Solution Tree, INC.

Activity for ALL Leaders

Start with Celebrations

Activating and Engaging

- What are some predictions we are making?
- With what assumptions are we entering?
- What are some questions we are asking?
- What are some possibilities for learning that this experience presents to us?

Exploring and Discovering – [LINK to handout](#)

- What important points seem to “pop-out”?
- What are some patterns, categories or trends that are emerging?
- What seems to be surprising or unexpected?
- What are some things we have not yet explored?

TEAM DISCUSSION

Action plans need to be shared with District Office to inform the Three-Year Education Plan

Celebrations:	
Areas of Growth:	
Actions:	

Wellness Action Plan - _____ (Department)

Action #1	
Strategies	
Timeline	
Evidence/Data	
Notes	

Wellness Action Plan - _____ (Department)

Action #2	
Strategies	
Timeline	
Evidence/Data	
Notes	

Shared Ownership

- System Education Plan
- Department Data Review - Action Plans
 - Follow up discussions
 - Sharing of strategies from System Workplace Wellness Team
- Data Review
 - System Leaders
 - Administrators



Shared Ownership

- Wellness Committee
 - Used for planning and moving MESC Wellness Framework forward
- Other
 - System Reporting
 - School Improvement Planning
 - Engagement & Voice
 - Celebrations
- Communication
 - System
 - Departments
 - Staff



Reflection & Connection



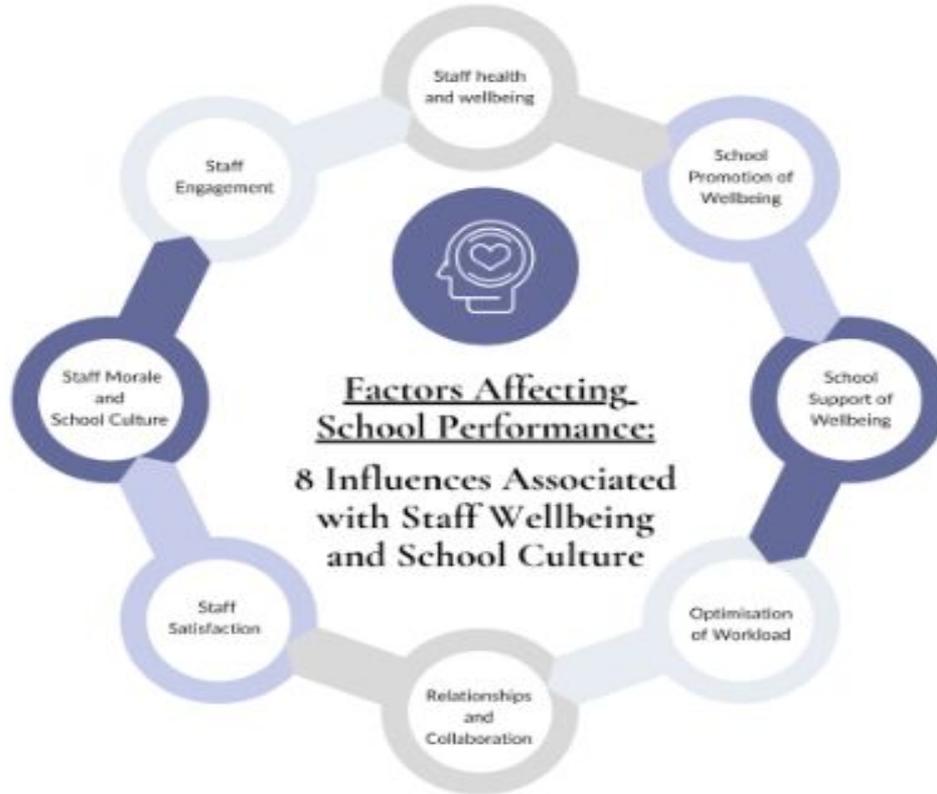
Impact

- Wellness initiatives that are focused aligned
- Shared ownership of wellness
- Staff Voice resulting in shared in valued, supportive
- Continuous improvement - Wellness Three Year Plan - data informed
- Healthier more engaged workforce impacting student achievement

Staff wellbeing & student success

[Why Wellbeing? The Ripple Effects of Staff Wellbeing on Students, Culture and School Outcomes](#)

[Linkedin summary](#) - Adrienne Hornbey





Staff health and wellbeing

Key takeaway: A focus on improving staff wellbeing can positively influence student wellbeing, which has a positive correlation to the life and learning outcomes of students (26, 114-119)

Staff Satisfaction

Key takeaway: An increased sense of job satisfaction is positively associated with staff self-efficacy, enthusiasm, motivation, commitment, and job performance. All of which go on to influence student wellbeing, behaviour, attendance, and educational outcomes (2).

Staff Morale and School Culture

Key Takeaway: In schools where culture is perceived as positive, staff endorsement and retention rates are stronger (1, 13), which, in turn, creates an environment that is more conducive to student learning and school-wide performance. (124-139)



School Wide Relationships

Key Takeaway: Collaborative school environments enhance teacher morale, job satisfaction, and overall well-being. This enhances collective efficacy and the overall performance of the school (120-123, 129).

Staff Workload

Key Takeaway: Evidence suggests that strategic management of staff workload is pivotal for fostering learning, improving instructional quality, and ultimately enhancing both student and school performance (108-113).



Promotion of Staff Mental Health and Wellbeing

Key takeaway: Staff with lower stress levels and burnout symptoms who are equipped with high coping skills have been associated with enriched student outcomes (4).

Support of Staff Mental Health and Wellbeing

Key takeaway: Perceived well-being support in the workplace can lead to higher job satisfaction and commitment to the profession and workplace, which are key influencers on school performance. (2,19).

Importance of Feedback

Effective feedback Article

- Without a clear understanding of our staff's struggles and needs, our attempts at improving school culture and staff wellbeing will often feel futile.
- When we take the time to ask staff for their feedback and actually listen, we'll find that we're able to identify one or more root causes of the challenges our staff are facing. Seeing patterns emerge and understanding the underlying reasons for their struggles can help us see a clearer path forward.
- Receiving feedback, particularly anonymously, can be challenging for school leaders. Reading through it can feel like an attack on leadership or like a blame game, and it can be difficult not to take it personally.
- One of the many reasons why school wellbeing initiatives fall short is because they fail to identify the source of their staff's wellbeing challenges and only provide temporary quick fixes that barely scrape the surface.
- One of the best ways to gather information and inside knowledge from staff is through a Staff Wellbeing Survey



Reflection & Connection



Outcomes

- **NGPS prioritizing wellness both students and staff**
 - **Current wellness focus**
- **BluLantern's Beacon 4+ Wellness Data Collection Tool**
- **Implementation timeline and process with NGPS 2022 and 2024**
- **NGPS Data Insights**
- **Leadership impact and expectations**
- **Impact**

Wrap up Final Comments & Questions



Northern Gateway
Public Schools

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