# Building a Thriving Workplace – A Holistic Work Wellbeing Framework

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Dean of Mission

All Hallows' School, Brisbane

# Workshop Objectives

01

Explore key theories on work wellbeing

02

Identify strategies for fostering a thriving teaching workforce

03

Understand the AHS Work Wellbeing Framework

04

Engage in reflective and practical activities

# Activity

1

Turn to someone you haven’t met yet and introduce yourself.

2

Tell the person 3 things about yourself in this introduction.

World Wellbeing Movement **Improving work with the Work Wellbeing Playbook:** Improving work with the Work Wellbeing Playbook | World Wellbeing Movement and Indeed - YouTube

# One Third of Our Lives Is Spent in Work

# About
# All Hallows' School

# So Why is Staff Wellbeing Important?

- Teacher shortage created by reducing enrolments in insufficient teacher education (ITE) to match increasing student numbers and teachers leaving the profession;

- High rates of “teacher burnout”;

- “Well students learn well” – education’s focus has been overwhelming on the student experience, often at the expense of the teacher/staff experience.

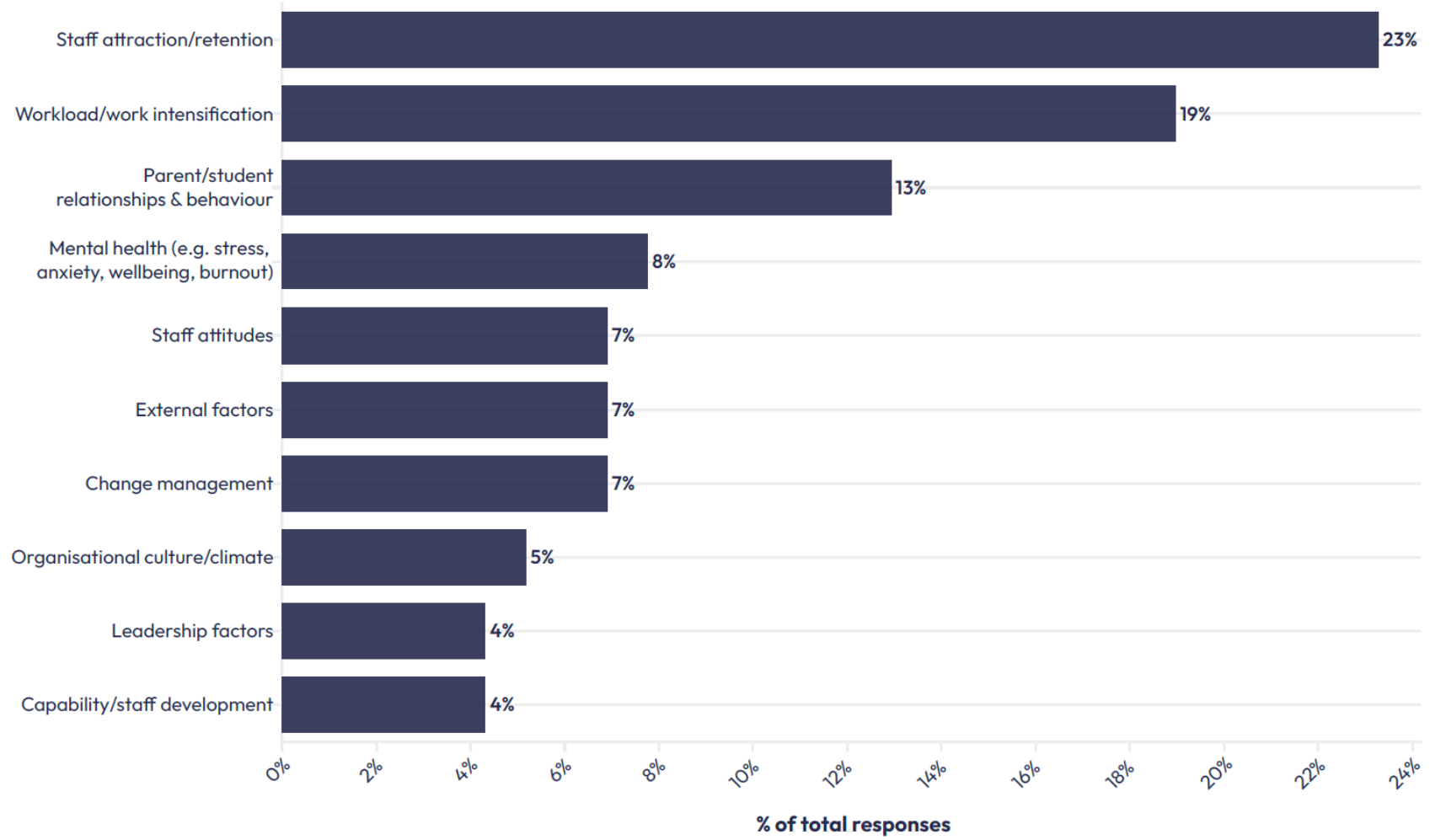
- Teachers are enabled to do their job because of the other support systems we have in place to support them. A highly engaged and capable  Enterprise team is vital.

# So Why is Staff Wellbeing Important?

*Few other industries have avoided the notion that schools are workplaces before they are anything else in the way education has. The avoidance on the grounds that the student, and only the student, must be at the centre of all schools do has, for the last 50 years, led us down a path to a place where young people don't want to be a teacher anymore – to a place where those who do become teachers leave at a rate we can't match in replacing, and where those who have been career educators are leaving with heavy hearts. The sector has not kept pace in creating contemporary workplaces. And it is no longer sustainable.*

*Johnston, 2022*

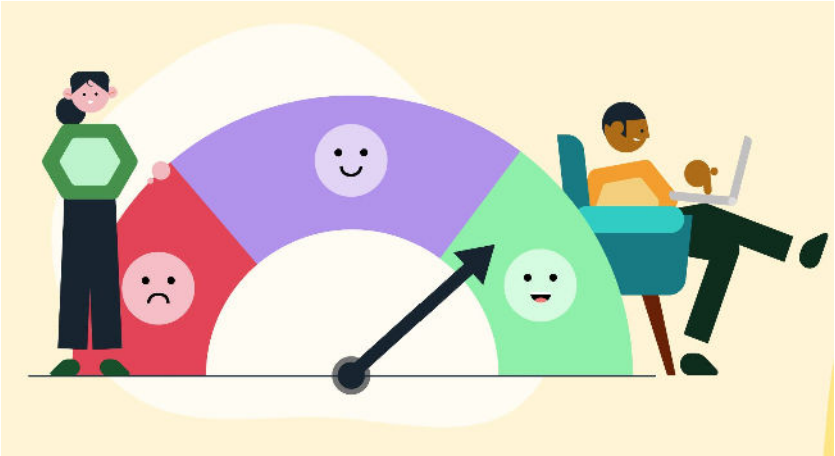
## Top themes from "What is the single greatest challenge within your school's workforce today?"




PeopleBench *2024 State of the Sector* www.PeopleBench.com

# Defining Work Wellbeing

- WHO definition of wellbeing
- Psychological, subjective, and workplace wellbeing components
- Importance of teacher wellbeing for student success



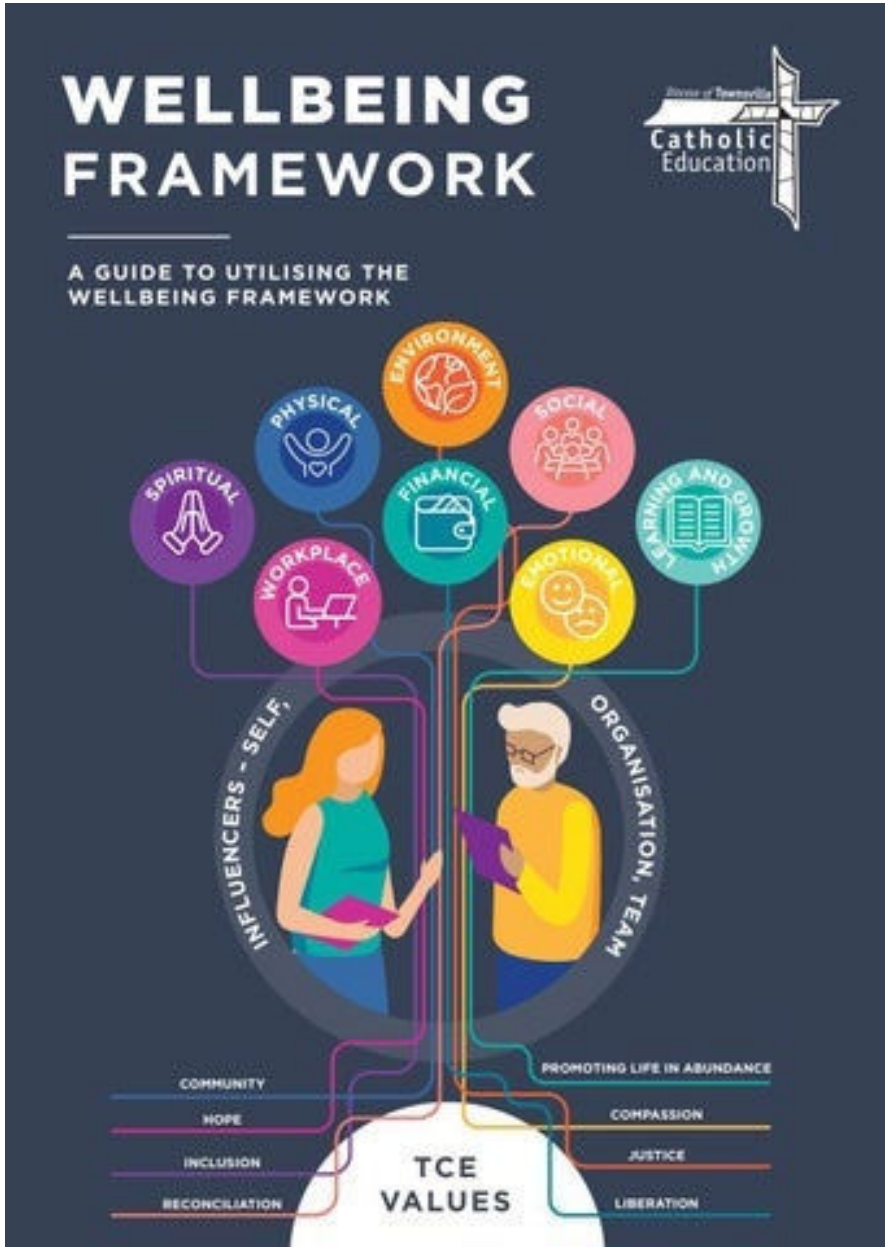
## WELLBEING

According to the World Health Organisation (2016), wellbeing is a state in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community.

Wellbeing includes aspects of subjective wellbeing (positive/negative feelings and life satisfaction), and psychological wellbeing (such as mastery and a sense of control, having a purpose in life, a sense of belonging and positive relationships with others) and fluctuates depending on circumstances.

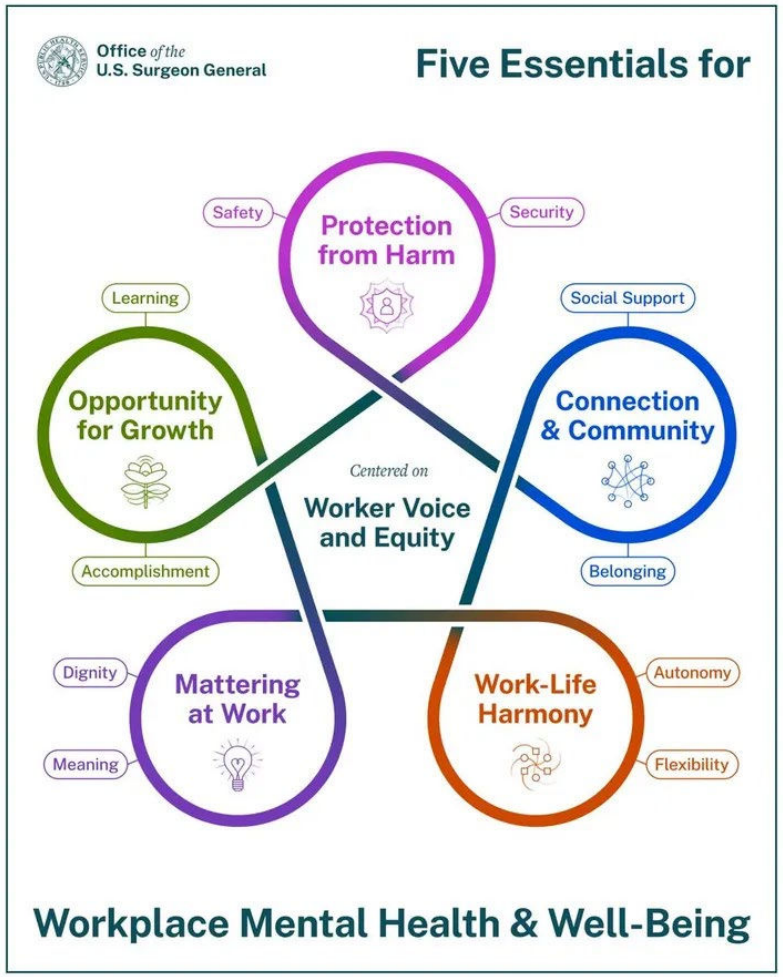
# The All Hallows' Wellbeing Journey

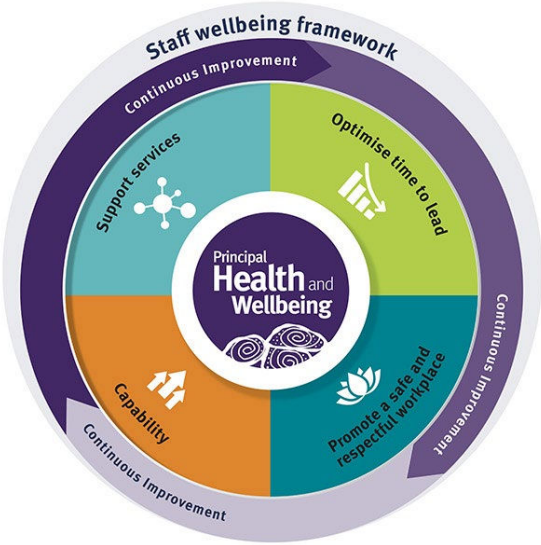
# Workplace/Work Wellbeing Frameworks

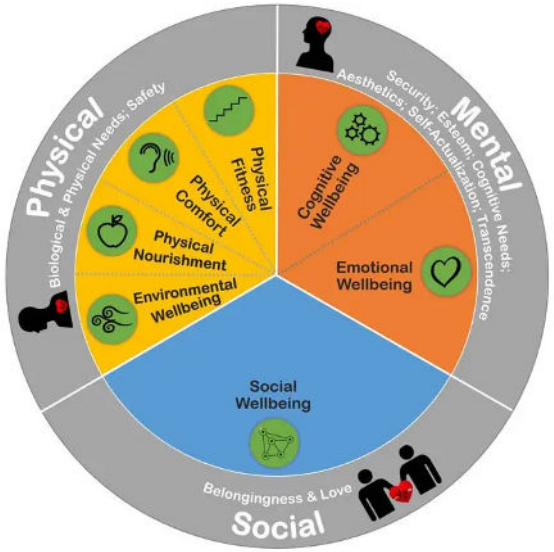



Wellbeing Framework by Townsville Catholic Education - Issuu

Workplace Wellbeing
My Self
My Organisation
My Team
My Work
Emotional/mental wellbeing
Environmental wellbeing
Financial wellbeing
Intellectual wellbeing
Occupational wellbeing
Physical wellbeing
Social wellbeing
Spiritual wellbeing

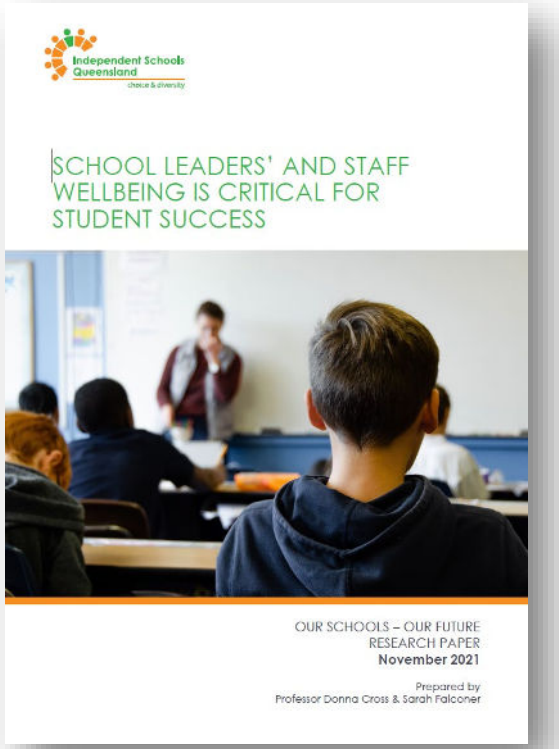

Office of the U.S. Surgeon General
Five Essentials for
Safety
Protection from Harm
Security
Learning
Opportunity for Growth
Social Support
Connection & Community
Centered on
Worker Voice and Equity
Accomplishment
Belonging
Dignity
Mattering at Work
Work-Life Harmony
Autonomy
Meaning
Flexibility
Workplace Mental Health & Well-Being

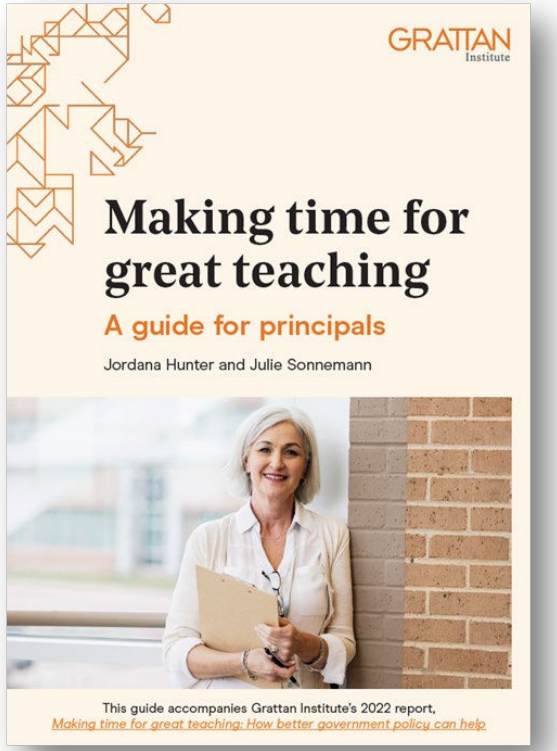

Staff wellbeing framework
Continuous Improvement
Support services
Optimise time to lead
Principal Health and Wellbeing
Capability
Promote a safe and respectful workplace
Continuous Improvement
Continuous Improvement

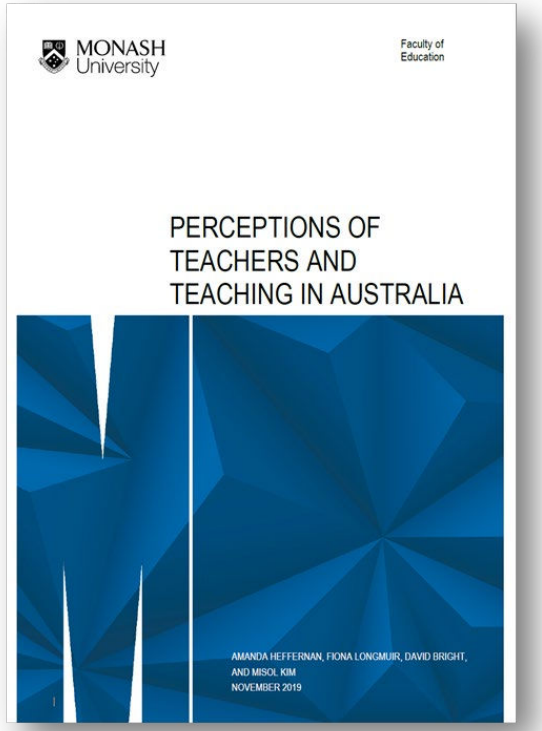

Physical
Biological & Physical Needs; Safety
Physical Fitness
Physical Comfort
Physical Nourishment
Environmental Wellbeing
Mental
Security; Esteem; Cognitive Needs; Aesthetics; Self-Actualization; Transcendence
Cognitive Wellbeing
Emotional Wellbeing
Social
Belongingness & Love
Social Wellbeing

WORK HEALTH AND SAFETY
Healthy Places
Healthy Vision
Healthy, safe and thriving workplaces
Healthy People
HUMAN RESOURCES AND ORGANISATIONAL DEVELOPMENT
WORKPLACE HEALTH PROMOTION

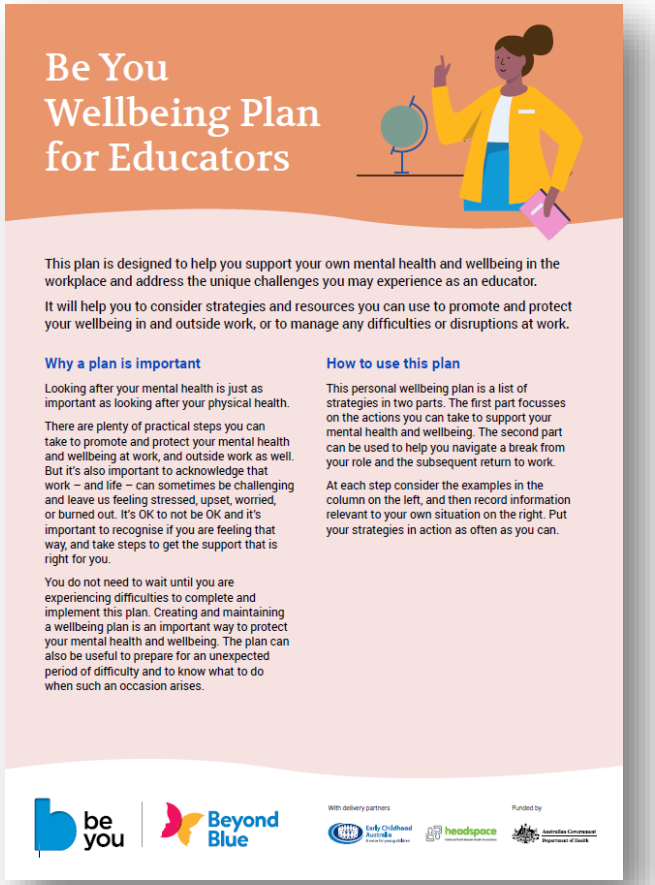
# What Organisations Can Do…



# What Individuals Can Do...



## Be You Wellbeing Plan for Educators

This plan is designed to help you support your own mental health and wellbeing in the workplace and address the unique challenges you may experience as an educator.

It will help you to consider strategies and resources you can use to promote and protect your wellbeing in and outside work, or to manage any difficulties or disruptions at work.

### Why a plan is important

Looking after your mental health is just as important as looking after your physical health.

There are plenty of practical steps you can take to promote and protect your mental health and wellbeing at work, and outside work as well. But it's also important to acknowledge that work – and life – can sometimes be challenging and leave us feeling stressed, upset, worried, or burned out. It's OK to not be OK and it's important to recognise if you are feeling that way, and take steps to get the support that is right for you.

You do not need to wait until you are experiencing difficulties to complete and implement this plan. Creating and maintaining a wellbeing plan is an important way to protect your mental health and wellbeing. The plan can also be useful to prepare for an unexpected period of difficulty and to know what to do when such an occasion arises.

### How to use this plan

This personal wellbeing plan is a list of strategies in two parts. The first part focusses on the actions you can take to support your mental health and wellbeing. The second part can be used to help you navigate a break from your role and the subsequent return to work.

At each step consider the examples in the column on the left, and then record information relevant to your own situation on the right. Put your strategies in action as often as you can.

be you | Beyond Blue

With delivery partners: Early Childhood Australia | headspace

Funded by: Australian Government Department of Health

## Staff wellbeing

A positive environment for children and young people is not only important for their mental health, but is important for your mental health too.

### Wellbeing matters

**While you're putting your energy into creating a positive mental health environment for children and young people, it's also important to focus on your wellbeing and that of your colleagues.**

Early learning services and schools can be stressful environments and you spend a large part of your day at work. So it makes sense that your workplace and your work has an impact on your mental health.

Reducing and managing your stress levels, maintaining positive social interactions and asking for help when needed are all helpful actions. Being comfortable to ask for and give support helps reduce the fear of stigma for help-seeking and is important in building a supportive culture at your service or school.

Ultimately, taking responsibility for your mental health, and understanding that it's a key to success in your personal and professional life, is the most important action you can take.

### Stress

Stress is a normal response to the demands of work. While it can affect individuals differently, prolonged or excessive stress is not good for anyone. Sources of stress can include:

- time pressures and workload
- poor student behaviour including lack of motivation and effort, disrespect, challenging authority and violence
- managing instances of bullying and other behavioural issues
- conflict with management and colleagues
- adapting and implementing change
- being evaluated by others
- poor working conditions
- self-esteem and status

When these, or other workplace stressors, begin to impact on the mental health and wellbeing of educators, it's important to act to reduce or eliminate stress and build better ways of coping.

### Heads Up

As with all workplaces, the responsibility for this action is shared between individual staff members and the organisation. There are a variety of resources relating to staff wellbeing, including Heads Up, created by the Mentally Healthy Workplace Alliance. Heads Up provides individuals and businesses free tools and resources to create an action plan for a mentally healthy workplace. Find

be you | Beyond Blue

With delivery partners: Early Childhood Australia | headspace

Funded by: Australian Government Department of Health

# Work Wellbeing Playbook: 12 Drivers of Work Wellbeing

## Achievement

Employee wellbeing is linked to the achievement of work-related goals through use of skill, effort and dedication.

## Appreciation

Expressions and actions of *genuine* appreciation can have a profound impact on wellbeing.

## Compensation

Fair pay and other forms of compensation are foundational to building workplace wellbeing.

## Energy

Energised employees are more engaged, productive, and happy at work.

## Flexibility

Granting your employees with more freedom over *where* and *when* they work can improve their wellbeing and productivity.

## Inclusion & Belonging

Diversity shapes the workforce while Inclusion and Belonging enable employees to thrive.

## Learning

Empowering employees with autonomy and access to learning and development opportunities has multiple benefits for wellbeing.

## Management

Supportive management is fundamental to how people feel at work and to ensuring the job gets done.

## Purpose

Purpose can serve as a powerful motivator in the workplace that drives both performance and wellbeing.

## Stress

Employee stress can pose serious risks to workplace wellbeing if left unaddressed. Identify and mitigate the root causes.

## Support

Employees who feel *truly* supported are less stressed, more satisfied at work and perform better.

## Trust

Trust fosters a safe work environment where employees feel supported and valued, enabling greater creativity, innovation and collaboration.

indeed

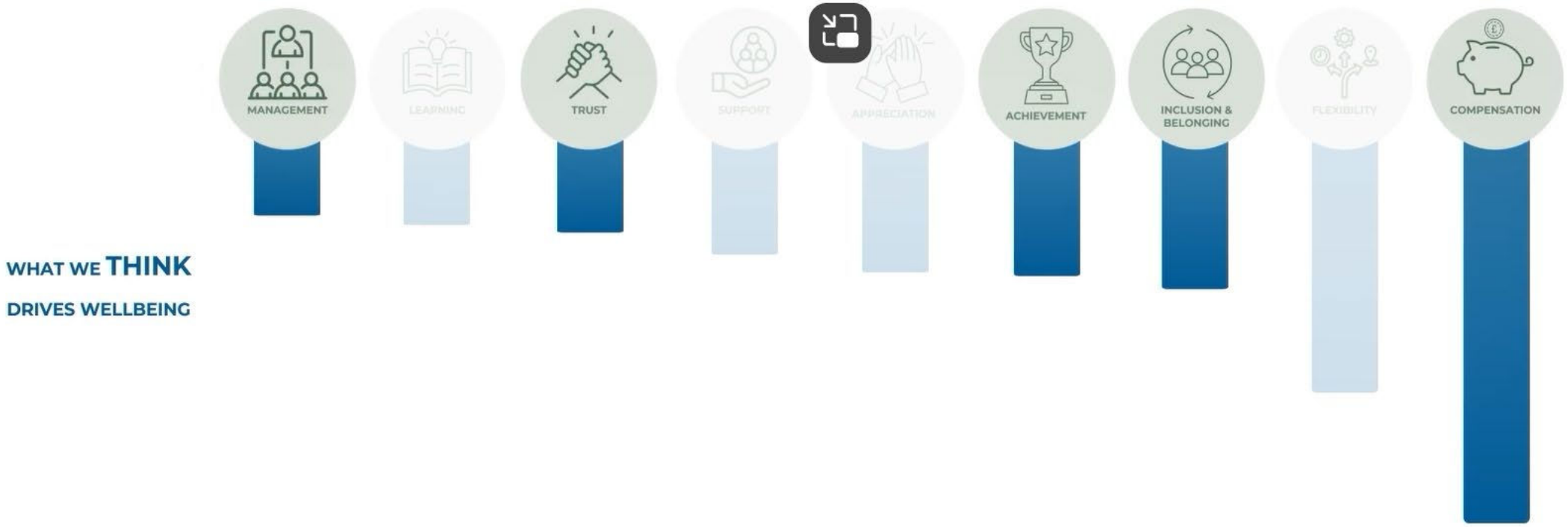
World Wellbeing Movement

UNIVERSITY OF OXFORD

Wellbeing Research Centre

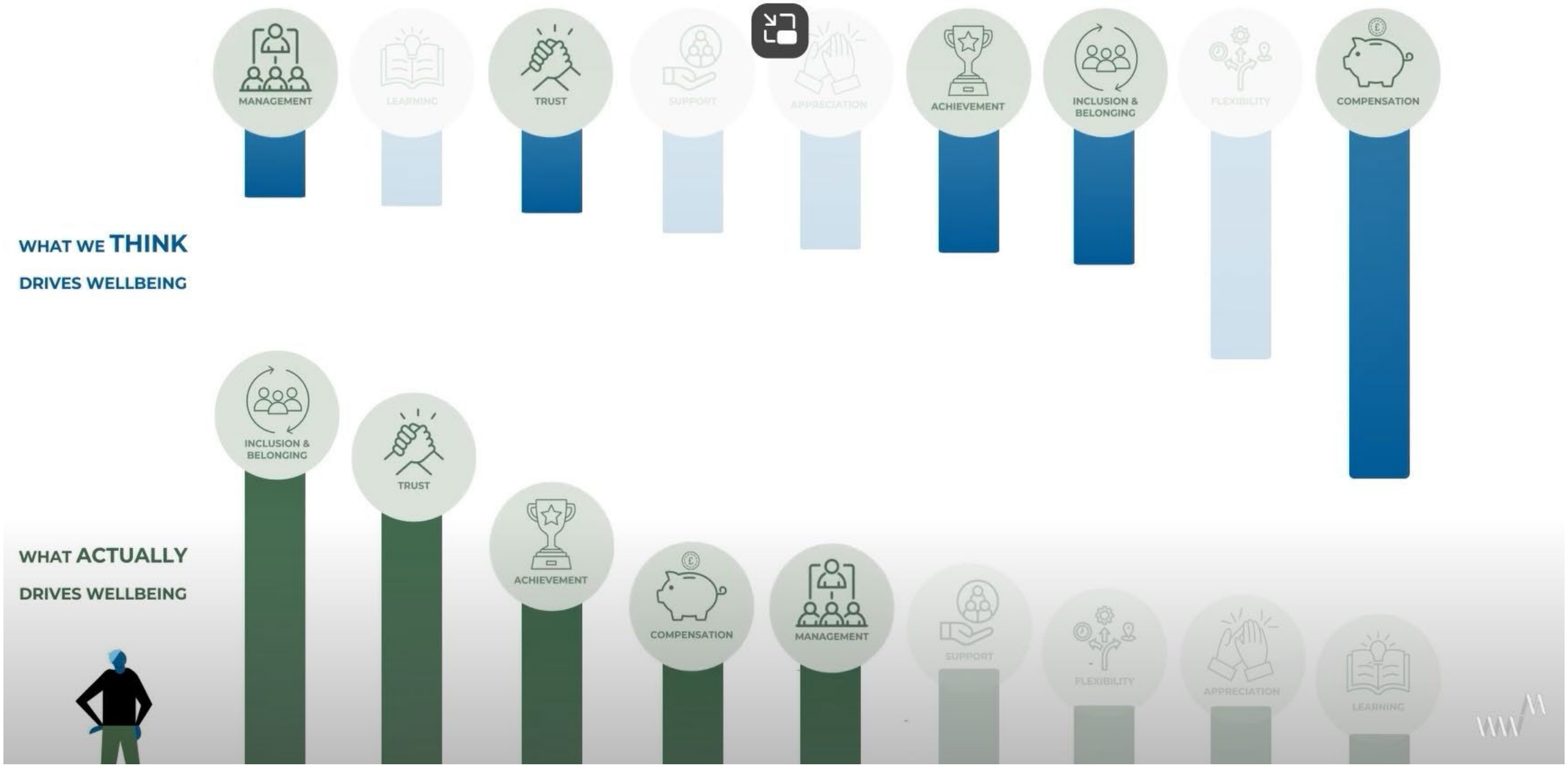
Cunningham, S., Fleming, W., Regier, C., Kaats, M., & De Neve, J. (2024).*Work Wellbeing Playbook: A Systematic Review of Evidence-Based Interventions to Improve Employee Wellbeing*. World Wellbeing Movement.

# Drivers of Wellbeing




World Wellbeing Movement **Improving work with the Work Wellbeing Playbook**
Improving work with the Work Wellbeing Playbook | World Wellbeing Movement and Indeed - YouTube

# Drivers of Wellbeing



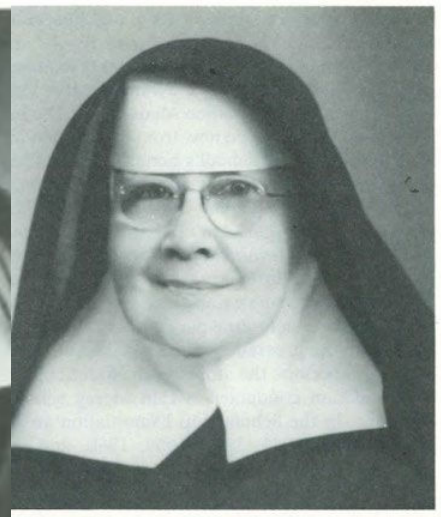

World Wellbeing Movement **Improving work with the Work Wellbeing Playbook**
Improving work with the Work Wellbeing Playbook | World Wellbeing Movement and Indeed - YouTube

- ***Inclusion*** is the degree to which all groups are **heard and involved** in **organisational** processes and decisions.
- ***Belonging*** is when people feel accepted, secure and supported as their authentic selves.
- It is only by combining these that organisations can realise the full benefits.

# Some Good News in the Catholic Sector – Maybe!

- **Purpose** can be a powerful motivator in the workplace that allows people to feel a sense of meaning in their working lives.
- Promotes:
  - engagement,
  - productivity,
  - satisfaction.
- Employees experience greater meaning in their work when they believe that they are helping others.
- Mission – has traditionally established a clear sense of purpose for staff who are attracted to the Mission of Catholic education. But is this changing as staff are less engaged with Church?

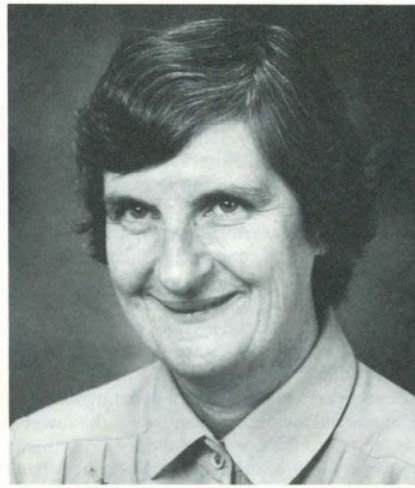
Sister M. Loretto and Sister M. Consilio on their jubilee day.



lother Damian Duncombe 1953–1968

Mother Marcella McCormick 1969–1974

ister Catharine Courtney 1975–1980



Sister Kath Burke 1981–

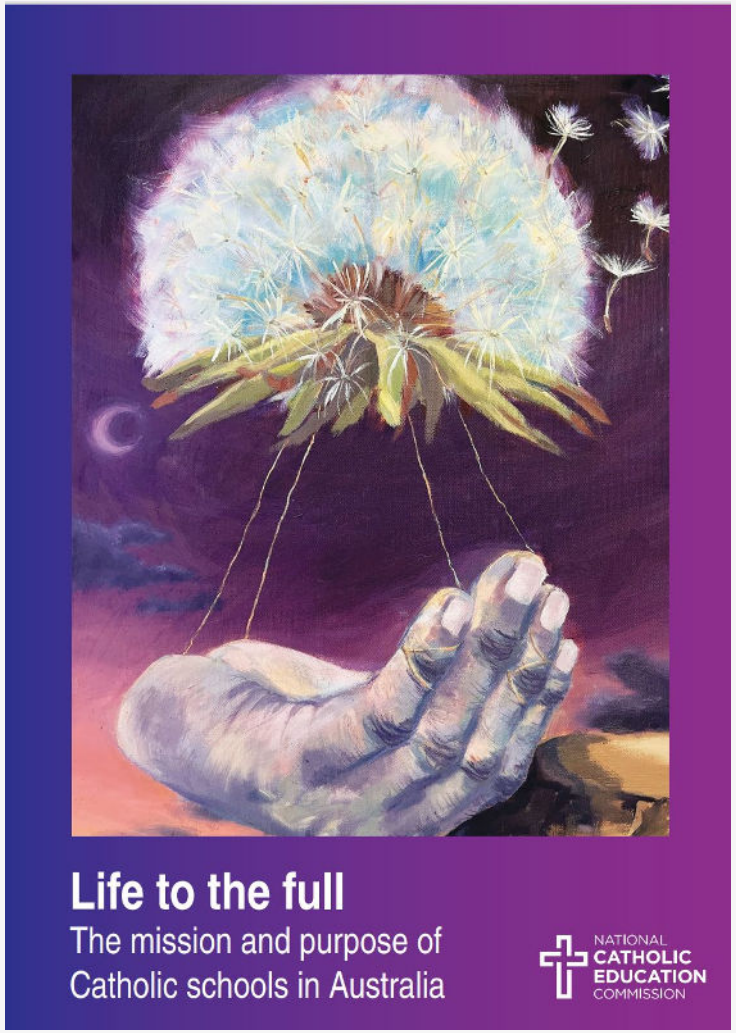
# Once Upon a Time….Catholic School Staff

Catholic schools are **Christ-centred communities** committed to **educational excellence**.

Every Catholic school exists to propose to their students the **religious and moral beliefs** underlying a life-giving Catholic vision about what it means **to be human and have a loving relationship with the living God and the world in which they live.**

Catholic schools form individuals to flourish – to **live good lives** in this world and contribute to building a just and healthy society, and in eternal life with God.

NCEC, *Life to the Full: The Mission and Purpose of Catholic Schools in Australia* p5



# If We Have Purpose, Where Does the Stress Come From?

## CAUSES OF TEACHER STRESS

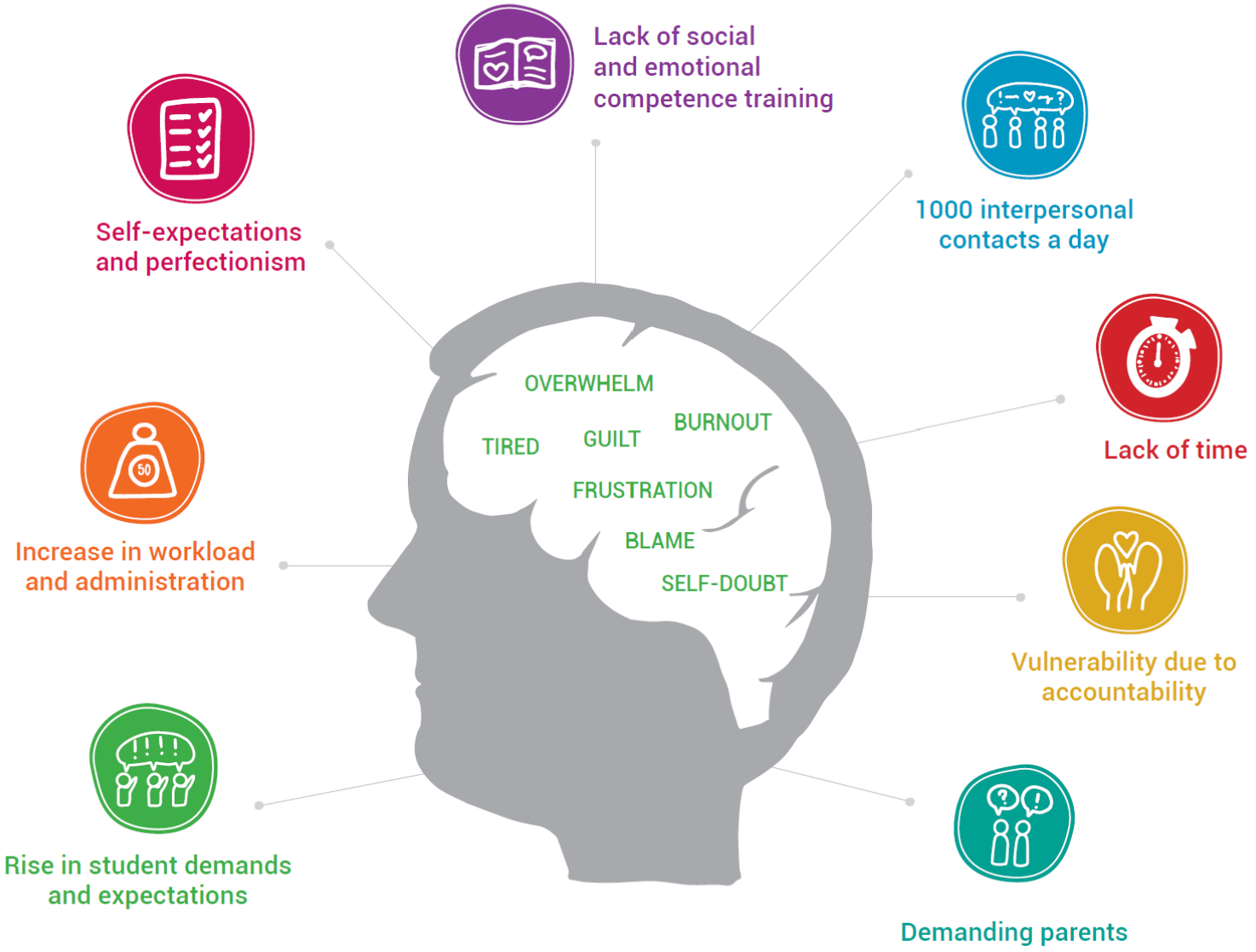
Teacher wellbeing can affect both student wellbeing and achievement, because “well teachers promote well students” (McCallum and Price 2010). As well as feeling burned out and exhausted, teachers can experience a sense of powerlessness and isolation, perceiving their work as meaningless (Howard and Johnson 2004).

**Teachers are stretched with a lack of planning time coupled with an increased emphasis on accountability**

(Curry, 2012)

The changing nature of society expects schools to address social justice, promote a sense of belonging, build resilience and keep abreast of mass media influences which fuels unrealistic expectations of teachers. (Mccallum & Price, 2010).

# A summary of the 8 main causes of teacher stress




Daniela Falecki 2022 The Five Foundations of Teacher Wellbeing [Free Stuff - Teacher Wellbeing]

Adrienne Hornby

# The 9 Guiding Principles Of 'Well-Led' Schools

March 11, 2024

Prioritising staff wellbeing through **implementing the right initiatives** aimed at **both personal and workplace wellbeing** is the most effective way to ensure we create a positive workplace capable of growth and performance

**Well-Led Schools...**

1. Know that healthy, well and engaged staff positively influence student learning
2. Seek input and consultation from all staff
3. Recognise that awareness is key to any real change
4. Are led by highly skilled, transformative and emotionally intelligent leaders
5. Actively engage their staff
6. Understand that staff wellbeing is a joint responsibility
7. Promote collaboration and nurture strong relationships
8. Have a vision and a Wellbeing Action Plan
9. Carefully consider how to weave staff wellbeing into a "way of doing"

The 9 Guiding Principles of 'Well-Led' Schools - Adrienne Hornby

# The All Hallows' Work Wellbeing Journey

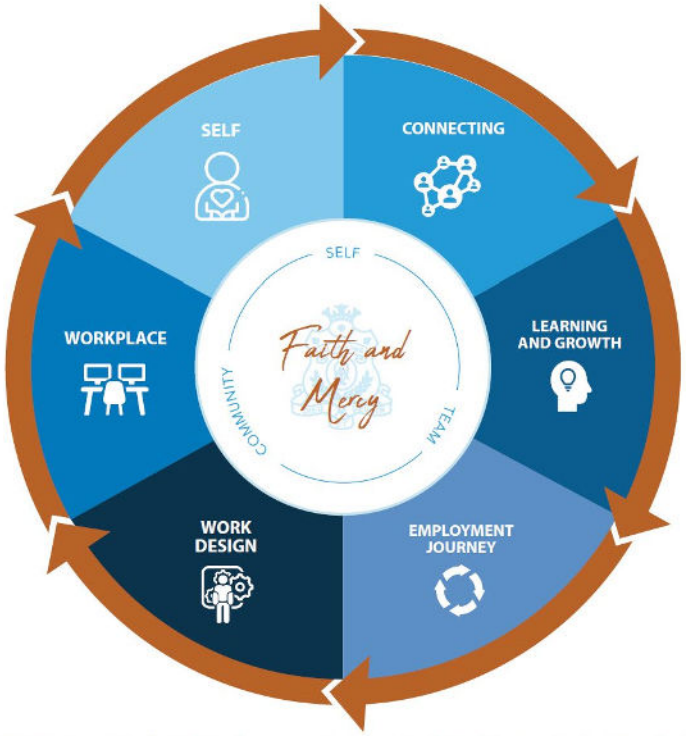
# FAITH AND MERCY

Faith and Mercy are the foundation of our work, ethos and culture.  In living Catherine McAuley's mission and vision each day with our schools' Mercy values as guiding principles, we seek to foster an inspiring, healthy and sustainable workplace in the Spirit of Mercy.

## The AHS Work Wellbeing Framework Overview

ALL HALLOWS' SCHOOL

# WORK WELLBEING FRAMEWORK




*The blessing of unity still dwells amongst us - and oh what a blessing - it should make all things else pass into nothing ... This is the true Spirit of Mercy flowing on us.*

*Catherine McAuley - Letter to Elizabeth Moore, April 12, Easter Monday 1841*

***All Hallows' School strives to be a workplace where all staff feel valued, respected, and experience a positive, engaging and supportive work environment.***

Our vision for a healthy and productive workplace is grounded in our All Hallows' School values of Respect, Integrity, Service, Compassion, Joy and Justice.

The wellbeing of all is a shared responsibility. It relies on participation, commitment and capability, and development at the self, team and community levels. The Work Wellbeing Framework implements a range of strategic initiatives and practices that enhance how staff experience work at All Hallows'.

From our foundation in Faith and Mercy, six domains of wellbeing build on existing practices and provide an integrated and proactive approach to:

- Support all staff to work collaboratively, creating a safe, supportive and productive work environment;
- Strive to provide an inspiring, healthy and sustainable workplace, underpinned by the ethos, values and spirit of Mercy.

# The AHS Work Wellbeing Framework Overview

# AHS Strategies for a Thriving Workforce

| | |
|---|---|
| **SELF** | Self is about fostering a sense of autonomy, purpose and balance to achieve a fulfilling and healthy work-related life. This encompasses the physical and emotional aspects of an individual's wellbeing at work. |
| **CONNECTING** | Connecting includes all of the opportunities for staff to come together to strengthen connections and acknowledge personal and professional achievements. Embedding restorative practice as the foundation to healthy workplace relationships and conflict resolution is also fundamental to having positive relationships at work. |
| **LEARNING AND GROWTH** | Learning and Growth entails an ongoing journey where the school collaborates with staff in working towards their professional potential. |

| | |
|---|---|
| **EMPLOYMENT JOURNEY** | Employment journey encompasses the various experiences that staff have throughout their time as employees of All Hallows' School. It emphasises the idea that an employee's experience is a dynamic and evolving journey. |
| **WORK DESIGN** | Work Design is about creating conditions at work that are motivating and engaging, and having work designed in such a way as to foster engagement, innovation and improvement in systems and processes. |
| **WORKPLACE** | Workplace is about creating and maintaining a safe, accessible, and inviting work environment for staff to perform the requirements of their role and to flourish. |

# What does your school do??

Share what you do in your workplace under each domain to foster work wellbeing.

# Some Successes So Far

| DOMAIN | IMPLEMENTED STRATEGIES |
| --- | --- |
| FAITH AND MERCY | • The annual Staff Retreat<br>• Mercy induction program for new staff<br>• A range of professional learning activities throughout the year<br>• Prayer and liturgical life of the school<br>• Immersion experiences<br>• Mercy Action Program volunteering<br>• Provision of sacred spaces, e.g. Chapel, Sophia Centre |
| SELF | • Annual WH&S training including psychological health, mental health first aid training<br>• Mental Health Week program, including information materials and training<br>• Access EAP resources on stress management, building resilience and strategies for optimising mental health. Annual provision of flu vaccination, ergonomic workspaces<br>• Quiet workspaces<br>• Access to free flu vaccination program<br>• Walk/cycle to school initiatives and healthy food choices<br>• Access to school gym/pool<br>• 24/7 counselling via employer assistance scheme access (EAP)<br>• Early intervention psychology (EIP) counselling for employees on site |
| CONNECTING | • Mercy morning tea each month<br>• Staff Social Club functions and activities<br>• Celebration of birthdays and significant personal events<br>• Recognition of staff milestones and achievements<br>• Embedding restorative practice (from informal conversations to formal mediated conferences) to foster positive relationships and repair harm<br>• Communication channels that promote positive relationships |

## LEARNING AND GROWTH

- Access to leadership development programs (aspiring leaders, middle leaders and senior leaders)
- Incentives for post-graduate study
- Annual training including student protection, work health and safety and restorative practice
- Specific programs for professional growth e.g., early career teachers, annual Enhancing Teacher Practice program
- Access to a wide range of external and internal professional learning opportunities

## EMPLOYMENT JOURNEY

- Recruitment and onboarding portal
- Comprehensive induction program for new staff
- Induction guidelines in School Handbook
- Professional supervision for staff as required
- Clear reporting lines and structures for staff, flexible work arrangements
- Return to work programs
- Access to salary sacrifice and salary packaging options
- Onsite cafe (providing lower cost, quality food and beverage options)
- Advice and support to term-time staff in annualising their salary across the year

## WORK DESIGN

- Trial of hybrid work model for eligible staff
- Use of exam invigilators
- Flexibility of time use for attendance at assembly, sport carnival days and at other times to provide additional time for autonomous work for teachers
- Implementation of SSGA program to provide tutoring during Tutorial lessons
- Flexible options considered for teaching staff for student free days

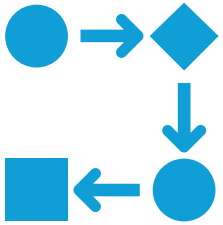
## WORKPLACE

- Consideration of staff facilities in all capital works projects
- Proactive Work Health and Safety Committee
- Provision of clean and inviting work spaces
- Annual work health and safety training for all staff
- Provision of a range of workspaces for collaborative work
- End of trip facilities

# Summary & Key Takeaways

Importance of a proactive approach to work wellbeing

AHS Work Wellbeing Framework as a model for success



Small, sustained actions lead to meaningful change