



Well at Work
by **EdCan**



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WELL AT WORK

Developed by EdCan, **WELL AT WORK** calls on education leaders to commit to making workplace well-being a top priority, and encourages everyone to take responsibility in creating supportive school cultures where staff look after their well-being and that of their colleagues – every day.



For practical tools and resources that will help you take your first steps, visit: edcan.ca/wellatwork



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Bien dans mon
travail par **ÉdCan**

WELL AT WORK AIMS TO...

BUILD awareness and a shared understanding of the urgent need to invest in staff mental health and well-being in ways that challenge mindsets and assumptions (e.g. "educators have it easy")

AMPLIFY educators' stories and lived experiences that get to the heart of what well-being actually means and looks like at work

SUPPORT school districts and provinces who are seeking solutions and making workplace well-being a top priority



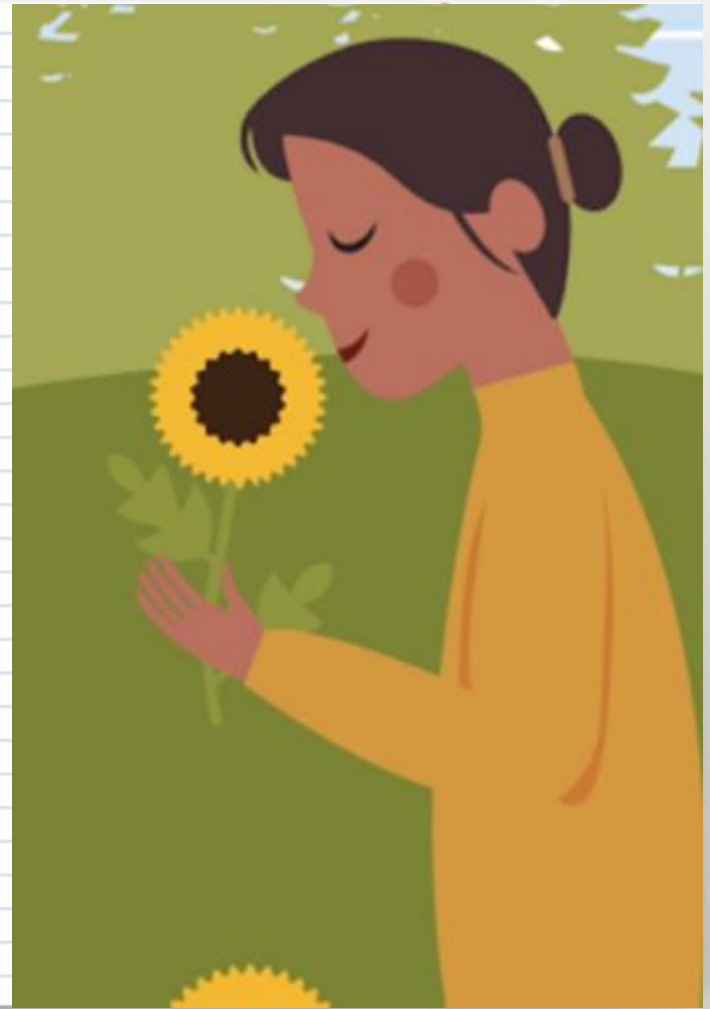
WE...

TRANSFORM groundbreaking research and evidence into personal and relatable stories that highlight the ups and downs of working in education

COLLABORATE with experts to demystify what the research says via fact sheets, infographics, podcasts, videos, and much more!

HOST national events to convene stakeholders around a common vision for workplace well-being in Canadian K-12 education

What does the research say
on **teacher** and
principal
workplace **well-**
being?



- On average, Canadian teachers work 50 to 55 hours per week

- 58% of teachers reported feeling stressed “all the time,” compared with only 36% of the overall Canadian workforce

- 30% of teachers new to the field resign after only five years of teaching

- 59 hours/week: Ontario principals’ working hours



- 82% of principals want more time for curriculum and instruction

Stress contagion amongst students and teachers: UBC study

What We Know:

- **15,000 h (at least):** time that children spend in classrooms from K-12
- Teachers play a central role in establishing a positive and responsive classroom environment that is conducive to social, emotional, and academic growth



What We're Learning:

- **Goal:** explore the link between classroom teachers' burnout levels and students' physiological stress response
- **Results:** children's morning cortisol levels significantly varied between classrooms (10% variability). Higher levels of classroom teacher burnout significantly predicted the variability in morning cortisol

Policy narratives are primarily directed to the promotion of student well-being

[illegible]

3 Traits of a Healthy Workplace

01



Sense of Relatedness

When individuals have positive relationships, they are also more sensitive to each other in times of stress.

Sense of Competency

Staff feel that their strengths, skills, and potential are valued, appreciated, and recognized.

03



Autonomy Support

Staff feel heard and valued in developing solutions and strategies, find opportunities to collaborate, and seek others' perspectives.

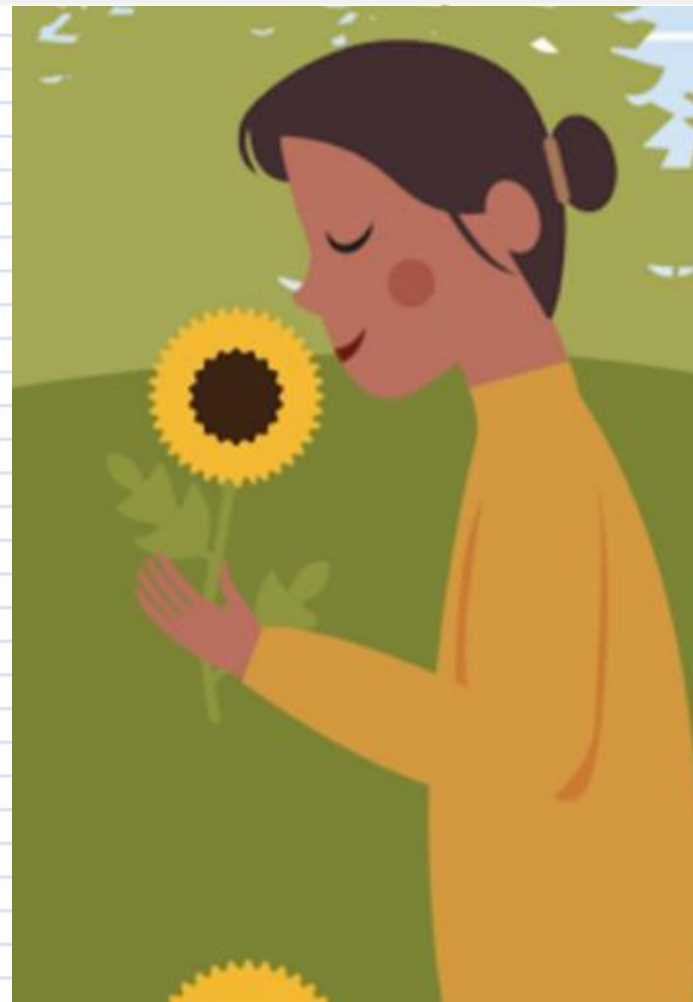
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So what now?

Making the Case for Workplace Well- being in K-12 Education

How school, school district &
stakeholder leaders
can communicate effectively about
the
importance of teacher and principal
well-being





Framing Study

Purpose: Surface ways to more effectively communicate the issue of teacher and staff wellbeing to increase buy-in.

Method: Better understand about how people both inside and outside the education system think and feel about teacher and principal wellbeing through a large-scale online survey.

Application: Leverage insights to develop and share language and issue framing(s) that would maximize traction for improving workplace wellbeing in K-12.

Activity: Poll



1. Which word resonates more with people:
“stress” or “well-being?”
2. Which do you think has a greater impact on
improving the quality of education: class sizes
OR investing in teacher well-being?
3. Who experiences more stress: teachers,
principals OR same?
4. Which is more powerful when talking about
the importance of teacher and principal well-
being: statistics OR stories?



Insight

Stress is a more salient concept than well-being

Most agree: stress affects performance, yet not a top priority

People relate differently to teachers and principals

Presenting only facts has limited influence: stories are more effective

Recommendation

Frame educator stress as a challenge that negatively impacts job performance; and measures to address this as positively impacting student outcomes. Avoid vague references to wellbeing.

Connect initiatives to reduce teacher stress to top priorities in education; Communicate the positive impact of addressing the challenges and inspire hope and engagement.

Lead with teachers as the key target for wellbeing efforts; Communicate the role of principals in supporting teachers and students.

Communicate using stories of how educator stress impacts students, support stories with facts; Communicate how too much stress prevents educators from embodying the qualities we value most in educators.



Staying on course

- **DON'T** frame the issue as being about '**LESS WORK**', but rather about enabling teachers to do their **BEST** work
- **DO** frame workplace wellbeing initiatives as being complementary to those that are addressing the most pressing issues in education, **DON'T** let them be seen as competing with those other priority issues





GET INVOLVED

Share your story at
wellatwork@edcan.ca

www.edcan.ca