



The Learning Bar's Framework for Assessing Staff Well-Being

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December, 2022



Introduction

The primary aim of virtually all school systems is to enable children to have fulfilling and successful lives so they become contributing members of their communities (Willms, 2020). A child's success is tied to specific institutional, family, and community factors as outlined in the Educational Prosperity evaluation framework (Willms, 2018a). These factors support the development of children's cognitive skills, as well as their social, emotional, physical, and spiritual well-being. The Educational Prosperity evaluation framework is a life-course approach that can be used to assess children's development from conception to adolescence. The framework captures the critical factors that will ensure success identified as 'Prosperity Outcomes' and 'Foundations for Success' (Willms, 2018b). School leaders and educators are called upon to ensure that these institutional factors, including safe and inclusive schools, quality instruction, effective learning time, and material resources, remain a key focus to maintain a positive school climate. These factors are vital as they contribute to educational attainment, academic achievement, health and well-being, and engagement (Willms, 2018b).



The goal of the following framework document is three-fold.

- First, it will provide educators with an overview of the characteristics of a positive school climate.
- Second, it will highlight the organizational characteristics that support the health and well-being of school staff and describe how the OurSCHOOL Staff Survey can be used to capture these indicators.
- Third, the framework will provide practical actions school leaders can implement to support employee well-being and organizational health.

The Realities of Educators¹

The teaching profession has been identified as an inherently vulnerable and stressful occupation, in large part due to the highly demanding aspects of the profession (Johnson et al., 2005). The teaching profession has become progressively more complex, with increasing demands and expectations placed on school staff (Wei et al., 2009). This was true even before the Covid-19 pandemic. Educators are expected to accomplish more work in the same amount of time, without sufficient resources to do so (Williamson & Myhill, 2008). Educators routinely assume various duties outside of classroom instruction that draw upon their time and resources (e.g., administrative tasks, managing student behaviour, extra-curricular activities, grading, lesson planning, engaging with caregivers). Further, several emerging issues have led to perpetual educational reform and increased teacher accountability, including a widening of the education gap, an increase in the number of vulnerable students, and incidents of school-level violence.

Complaints regarding workload have increased as the number of tasks educators are required to complete continues to grow (Ballet & Kelchtermans, 2009). This 'intensification' of the teaching profession combined with growing external pressure, has negative consequences for creativity in the classroom, the development of staff relationships, and the home lives of educators (Apple, 1986). The COVID-19 pandemic served to exacerbate and compound pre-existing challenges, while creating additional burdens and demands. For example, educators were required to learn new technologies, employ new teaching methods, and use additional strategies to encourage student and family engagement. Educators were also faced with heightened concerns regarding health and well-being (e.g., personal, student, family etc.)

The education profession is plagued by a high attrition rate, and this is concerning given the multi-faceted impact educators have. Pre-pandemic data suggested that two-thirds of teachers will leave the profession for reasons other than retirement, and this is particularly prevalent for educators with three or fewer years of experience (Carver-Thomas & Darling-Hammond, 2017). In comparison to the general population and other working adults, teachers experience more work-related stress, burnout, and poorer mental health (Whitaker et al., 2013; Johnson et al., 2005). In fact, there is some indication that teachers report higher levels of job-related stress than other employed adults (Steiner & Woo, 2021), with stress levels comparable to emergency medical responders, police officers, and prison guards (Johnson et al., 2005).

¹ Throughout this document we will refer to *educators*, *teachers* or the *teaching profession*, however the content and findings within this report are applicable to all staff working within an educational environment and within and outside of the classroom. Further, every staff member within an educational institution plays a key role in the development of a positive school climate, and therefore in the success of all children.

School Climate



School climate extends beyond the physical aspects of the school, such as the infrastructure and resources, to encompass social interactions, and emotional experiences (Rohatgi & Scherer, 2020). *School climate* includes physical and social-emotional safety within the school, the quality of teaching, relationships between students, teachers, and administrators, and aspects of the structural environment (Cohen et al., 2009; Rosenholtz, 1989). Perceptions of a positive school climate are determined by the quality of relationships between individuals within the school, the teaching and learning that takes place, and the collaboration and support between educators and administrative staff (Cohen et al., 2009).

Research highlights the importance of a positive school climate therefore it is important that we understand the factors contributing to educator health, well-being, and organizational effectiveness as these factors play a key role in improving school climate. An investment in this work will serve to mitigate or offset the impacts of stress and burnout, reduce attrition, and will result in the development of policies and procedures designed to support those working within the education system.

A positive school climate is an important aspect of school effectiveness, as both the home and school environments can influence children's growth and learning (Bronfenbrenner, 1979). School climate is also linked to commitment (Collie et al., 2011) and burnout among educators (Grayson & Alvarez, 2008), and school connectedness among students (Loukas et al., 2006).

Beyond these positive outcomes for educators, there is a connection between teacher well-being and student achievement (McLean & Connor, 2015), student engagement, and student behaviours that support learning (Shen et al., 2015; Covell et al., 2009). Ultimately, a positive school climate can enhance school connectedness, and the educational outcomes and well-being of students (Bryk et al., 2010).

OurSCHOOL Staff Survey: Indicators of a Positive School Climate

When developing the indicators to be measured within the OurSCHOOL Staff Survey, we strived to meet three criteria that are necessary to ensure validity: the indicators must be (1) reliable, (2) meaningful, and (3) tractable. *Reliability* refers to the consistency of the measurement process. The *meaning* of indicators is obtained through comparisons to a standard (e.g., national, or international norms), comparisons among other jurisdictions (e.g., schools within a district or region), or by tracking changes over time. A *tractable* indicator is an indicator that can be impacted by policy or change (e.g., school-level or district-wide intervention). The indicators on the OurSCHOOL Staff Survey have been specifically designed to be within the influence of the school to observe and modify to ensure school leaders have relevant and actionable data.

The Learning Bar’s Staff Survey framework includes 13 core indicators, which are described below. The indicators were carefully selected to capture key metrics of employee health and well-being and were used to guide the design of the OurSCHOOL Staff Survey. Demographics are also included to allow disaggregation of results.

What data does the Staff Survey measure?



- Job Control
- Collaboration
- Communication
- Workload
- Work-life Balance
- Role Ambiguity
- Recognition
- Job Satisfaction
- Sense of Belonging
- School Environment
- Eudaimonia – or “Thriving”
- Well-Being
- School Safety and Inclusion

Core Indicators

1) Job Control.

Job control is the ability to influence what happens within one's work environment, and is associated with job satisfaction, commitment, performance, low stress levels, absenteeism, and turnover (Spector, 1986). Job control can include authority over decisions and skill discretion (Karasek, 1985), as well as autonomy, which involves the freedom to schedule work, and decide how to complete it (Hackman & Oldham, 1975). Within an educational context, autonomy can encompass participation in curriculum development, teaching and assessment, professional development, and the functioning of the school (Friedman, 1999). Autonomy also includes the ability to make both personal and professional choices, as well as the opportunity to engage in collaborative decision-making (Vangrieken et al., 2017).

Autonomy allows employees to determine the order and pacing of their tasks and is positively related to job performance (Johari et al., 2018). Teachers strongly value autonomy, as it impacts their professional status and level of job satisfaction (Strong & Yoshida, 2014).

The OurSCHOOL Staff Survey includes four items that capture educators' perceived level of freedom and autonomy to decide how to accomplish one's work; a sample item is ***"I am able to decide how I accomplish my work."***

2) Collaboration.

Collaboration occurs when individuals work together to achieve a goal resulting in a greater outcome than what could be accomplished working independently. A school environment that supports a high degree of collaboration can increase teacher motivation (Kolleck, 2019), well-being, and job satisfaction (Reeves et al., 2017). It can also play a role in improving student learning (Moolenaar, 2012).

A component of collaboration that has positive implications for employees is participation in decisions that have a direct impact on their role or working environment. There is a growing consensus that a participative environment can enhance job satisfaction, motivation, and productivity (Bhatti & Qureshi, 2007). Teachers' participation in school-level decision-making is also a predictor of their organizational commitment (Ingersoll & May, 2012).

The OurSCHOOL Staff Survey includes five items focused on the level of perceived collaboration between school leaders and staff; a sample item is ***"School leaders include staff in the decision-making process."***

3) Communication.

Effective communication is imperative as it impacts psychological empowerment, job performance, and affective commitment (Yao et al., 2020). Educators gain an enhanced sense of participation, responsibility, and integration with school-level affairs when clear information and personal and professional development support is provided (Somech & Ron, 2007). Effective communication practices can contribute to mutual understanding, the development of trust, and positive interpersonal relationships (Valentine, 1981). Effective communication consists of the relay of information and encompasses formal and informal exchanges. It should include an understanding of teachers' feelings, ideas, and values, as well as their opinions and feelings regarding school-related issues (Yao et al., 2020).

The OurSCHOOL Staff Survey includes six items capturing the level and effectiveness of communications between school leaders and staff; a sample item is ***"School leaders communicate effectively."***

4) Workload.

Research indicates that approximately 96 percent of all teachers report working in the evening (Butt & Lance, 2005) and a national survey conducted in 2016 found that about 55% of teachers reported that their workload had increased over the past five years (Livingstone, 2018). School leaders must monitor workload as it is a significant workplace stressor associated with numerous negative outcomes, including burnout (Lee & Ashforth, 1996).

Workload is defined as the amount of work an individual is required to complete (Jex, 1998), and includes the tasks educators are required to complete both within and outside the classroom. Excessive workload occurs when an employee feels that they have too many tasks to complete at a given time (Greenglass & Burke, 2003). The most frequently cited reason associated with an excessive workload is related to specific non-teaching tasks that are regularly undertaken by teachers (e.g., photocopying, paperwork, student support). Teachers also indicate that covering lessons for absent colleagues, supporting government-school initiatives, and lesson planning are contributing factors to workload perceptions.

The OurSCHOOL Staff Survey includes three items capturing the frequency in which staff feel they are required to work after hours; a sample item is ***"I have to work in the evenings to complete my work."***



5) Work-life Balance.

Educators today face greater challenges in achieving appropriate balance between their professional and personal lives (Punia & Kamboj, 2013). As a result, teachers may have difficulty maintaining a healthy work-life balance. Work-life balance is the ability to balance satisfaction and good functioning at work and home while experiencing minimal role conflict (Clark, 2000). Work-family conflict is a form of interrole conflict in which the responsibilities of the two separate roles become incompatible (Frone, 2003). For example, this can include incompatibility between family responsibilities, job demands, work hours, and workload (Uzoigwe et al., 2016). Teachers' daily workload is not limited to the classroom, as many educators are compelled to work outside of school hours, often within the home setting, to prepare lesson plans, and grade tests and assignments.

The inability to maintain work-life balance can lead to stress, strain, and psychological distress, and is associated with role conflict and ambiguity (Sana & Aslam, 2018). Employers should strive to support employees to attain work-life balance as it is associated with motivation, productivity, well-being (Byrne, 2005), and retention (Bloom & Van Reenen, 2006).

The OurSCHOOL Staff Survey includes five items assessing the degree to which respondents feel they can maintain a positive work-life balance; a sample item is *"It is difficult for me to separate my work from my home life."*

6) Role Ambiguity.

One of the main causes of role conflict is role ambiguity, which is defined as the degree to which employees are unclear about the expectations for their role or what is required of them (Baron, 1986; Kantas, 1995). Role ambiguity is associated with poor job satisfaction, aggression (Acorn, 1991; Kanchika et al., 2015), and the onset of stress (Greer & Wethered, 1984).

Role ambiguity can occur when an individual tries to perform their role, while experiencing different role expectations (Zimmerman et al., 1996). Role conflict can also occur when the individual is asked to perform two or more conflicting tasks simultaneously, or when the expectations from different groups of people (e.g., family, colleagues, friends) are not aligned (Pettinger, 1996).

The OurSCHOOL Staff Survey includes four items focused on the clarity of expectations ascribed to respondents' roles; a sample item is ***"The expectations for my role are clear."***

7) Recognition.

Research suggests that individuals value a work environment that fosters collegiality and acknowledges their achievements (Pastore et al., 1996). While many educators feel personal satisfaction can be obtained by teaching, the profession is often associated with stress, high demands from administrators, colleagues, students and parents, work overload, and a lack of recognition for accomplishments (Greenglass & Burke, 2003). A lack of perceived recognition can lead to educators feeling underappreciated, resulting in higher levels of employee turnover (Sahl, 2017).

The OurSCHOOL Staff Survey includes five items asking respondents the degree to which they feel their efforts are recognized; a sample item is ***"My colleagues let me know if I am doing a good job."***



8) Job Satisfaction.

Job satisfaction is “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (Locke, 1976). Perceptions of job satisfaction are associated with the extent to which employees enjoy components of their job (Spector, 1997), as well as reflecting a positive reaction to the workplace (Worrell, Skaggs, & Brown, 2006).

Educators indicate that the nature of day-to-day classroom activities, supportive colleagues, and overall school climate contributes to their job satisfaction (Cockburn & Haydn, 2004). However, the stress associated with poor working conditions (e.g., inadequate time for planning and preparation, workload) has a negative impact on job satisfaction (Liu & Ramsey, 2008). Job satisfaction is associated with job performance (Judge et al., 2001), motivation (Barnabe & Burns, 1994), health (Faragher et al., 2005), well-being (Vansteenkiste et al., 2007), and commitment or intent to leave the profession (Singh & Billingsley, 1996). Poor job satisfaction is associated with absenteeism (Hanebuth, 2008), job-related stress (Klassen & Chiu, 2010), and psychological distress (Moen et al., 2013). Educators’ job satisfaction can also play a role in student achievement, as a link has been established between teachers’ job-related stress and student achievement (Banerjee & Lamb, 2016).

The OurSCHOOL Staff Survey includes two items asking respondents to indicate their level of job satisfaction using a 0 to 10 scale; “Overall, how effective do you feel you are at your job?” and **“Overall, how satisfied are you with your job?”**.

9) Sense of Belonging.

A positive sense of belonging is integral to identity formation (Brewer, 1991). It is related to an individual's well-being (Juvonen, 2006), the development of trust, and respectful relationships among colleagues (Skaalvik & Skaalvik, 2011), job satisfaction, and self-efficacy (Chan et al., 2008). Consequently, teachers with a strong sense of belonging can, in turn, foster a sense of belonging among students (Pesonen, 2016).

Sense of belonging reflects the degree to which an individual feels socially connected, respected, accepted, and supported by others (Baumeister & Leary, 1995). Within a school context, a sense of belonging results in an individual feeling proud to belong to that school (Goodenow, 1993), and feeling respected and supported by their colleagues. Maslow's hierarchy of needs indicates that humans possess a need for a sense of belonging and acceptance among social groups (Maslow, 1943), and it is identified as a basic human need (Maslow, 1962) essential to human motivation (Deci & Ryan, 2000).

The OurSCHOOL Staff Survey includes six items focused on perceptions of connectedness with the school and colleagues; a sample item is ***"I feel like I belong at this school."***

10) School Environment.

School environment plays an important role in ensuring a positive school climate. Further, well-being among teachers is heavily related to the school's environment and the encouragement of positive collaboration among staff (Yildirim, 2014). School leaders must make a positive work environment a priority, as enthusiastic and engaged teachers are critical to the success of their students (Ansley et al., 2019).

The OurSCHOOL Staff Survey includes five items focused on the school environment; a sample item is ***"The culture at my school inspires me to do my very best."***



11) Eudaimonia – or “Thriving”.

Eudaimonia is the process of getting to know one’s true self, or ‘daimon’, and striving to be the best version that one can be. The core element of eudaimonia is obtaining a sense of purpose in life through “the development of a person’s best potentials and their application in the fulfillment of personally expressive, self-concordant goals” (Waterman et al., 2010, Pg 2). Obtaining a sense of eudaimonic well-being results from pursuing personally meaningful activities and making progress towards or achieving a goal with a high level of mastery (Benson & Scales, 2009; Ryan & Deci, 2001; Waterman, 1993; Waterman et al., 2010). The attainment of eudaimonia is tied to identity formation and career identity, and is accomplished through goals, values, and beliefs that give life meaning (Waterman & Schwartz, 2013).

An individual’s sense of purpose provides guiding principles for their life (Kashdan & McKnight, 2009). This knowledge of the self is a crucial component in the way teachers construct the meaning of their work (Kelchtermans & Vandenberghe, 1994). Like the personal self, the professional self evolves over time (Kelchtermans, 1993), and is important for maintaining a commitment to and passion for teaching (Day, 2004). Having a strong sense of purpose is linked to feelings of satisfaction, motivation, and perseverance (Cartwright & Holmes, 2006). Educators with a strong sense of purpose are more resilient and can maintain a higher level of performance over time (Gu & Day, 2007).

The OurSCHOOL Staff Survey includes eight items that focus on engagement in activities that are personally meaningful and that support an individual’s sense of purpose; a sample item is ***“I spend time developing skills that will further my goals.”***



12) Well-Being.

Educators deal with a wide variety of stressors daily, including job demands, student behaviour, role conflict and ambiguity (van Veldhoven, 1996). Teachers who experience stress report feelings of exhaustion, tension, and frequent headaches (Dunham, 1984).

Experiencing high stress levels is detrimental to teachers' overall well-being, the quality of their teaching behaviour, and retention within the profession (Harmsen et al., 2018). Experiencing chronic stress can also result in the onset of burnout (Maslach, 1976), and can negatively impact student achievement (Klusmann et al., 2016; Ronfeldt et al., 2013). However, research also suggests that positive psychological well-being is associated with increased levels of job satisfaction, and the ability to cope with stressful situations experienced at work (Trucchia et al., 2013).

The OurSCHOOL Staff Survey includes two measures designed to assess the perceived ability to cope with stressors and the perceived level of support available. The Coping measure includes five items; a sample item is "I feel I can handle the challenges I may experience each day." The Support measure includes six items; a sample item is "School leaders are supportive when I face challenges at work."

The survey also includes three items asking respondents to report on their health (*Overall, how does your job affect your health?*), general life satisfaction (*All things considered, how satisfied are you with your life as a whole these days?*), and perceptions of their overall general health (*In general, how would you say your overall health is?*) on a scale from 0 to 10.

13) School Safety and Inclusion.

The literature suggests that the primary job of a teacher is to keep a student physically, cognitively, and emotionally safe (Mahon et al., 2020). Resources and initiatives are generally focused on bullying prevention and how to ensure a safe and inclusive environment for students. Teachers and school staff can influence bullying behaviour as most bullying incidents occur within the school environment (Batsche & Knoff, 1994). Yet, many teachers do not feel equipped to handle bullying within the school environment, despite existing training that may be provided (Bradshaw et al., 2011). This is concerning, as bullying can negatively impact all aspects of a child's life (Miller et al., 2013), with many vulnerable students not finishing school or resorting to violence. The establishment of bullying policies is essential; however, it is not sufficient to address the problem. Educators require training programs that provide them with the skills to help students who are experiencing or perpetrating bullying (Raskauskas & Stoltz, 2004), and how to identify and intervene when bullying occurs (Olweus, 2003). Peer support, discipline, fairness, clarity of rules, and a focus on school safety are related to bullying and its negative outcomes (Konishi et al., 2017).

The OurSCHOOL Staff Survey includes five items asking respondents to report on the bullying procedures implemented within their school; a sample item is ***“Our school effectively supports staff in addressing bullying behaviour.”*** The survey also includes three items regarding perceptions of safety at the school including: ***“Our school provides a safe environment for all students”***; as well as two items regarding the level of diversity and inclusion within the school, for example: ***“Our school is an inclusive environment.”***

Educators are often overlooked as potential victims of bullying as violence and bullying procedures tend to focus on the student population. The reality is that violence directed at educators is an unfortunate reality for those working within the education system (Espelage et al., 2013), and bullying directed toward educators is emerging as an area of concern (Debarbieux, 2003). These events can include disrespectful behaviour, verbal threats, and physical assault. Violence against teachers is a serious cause of work-related stress (Espelage et al., 2013).

The OurSCHOOL Staff survey includes content designed to capture incidents of bullying (physical, verbal, social, and cyber) educators experience from school staff, students, and parents or caregivers. Respondents are also asked to assess the level of support received from school leaders when they are the victims of bullying: ***“School leaders support staff when they are bullied (e.g., by parents/caregivers, students, or colleagues).”*** The survey also captures feelings of exclusion or unfair treatment, and whether they have experienced any form of sexual harassment, followed by how they responded to the sexual harassment.

Demographics

The survey collects demographic information on sex, tenure within the education sector, tenure within the current school, employment status, and position held within the school. These demographic items will allow for the examination of results from various perspectives to determine where inequalities reside. They will also allow for the identification of populations that may require additional support.

Validity and Interpretation of Survey Results

When a survey such as the OurSCHOOL Staff Survey is used to collect data on a set of indicators of school climate and staff satisfaction and well-being, its validity rests on the coherence and clarity of the argument that links survey results to their intended interpretation and use (Kane, 2013). With this approach, there is a fundamental shift from determining if a survey itself is valid, to determining if the interpretation and use of the survey results are valid. As such, a greater emphasis is placed on how the OurSCHOOL Staff Survey results will be interpreted and used, and how the results can inform decision-making.

Traditional conceptualizations of validity focused on concepts such as construct, content, face or criterion validity, with the goal of determining that an assessment measured what it was intended to measure. A more modern approach to validity shifts the focus to the use and interpretations of an assessment and includes a rigorous process that entails specifying the sequence or network of inferences and assumptions that lead to each use or 'claim' (Willms, 2018a).

The process begins with the development of content to be used within the survey or assessment. In the development of the OurSCHOOL Staff Survey indicators, an extensive literature review was conducted to identify the key constructs related to a positive organizational climate, and staff satisfaction and well-being. The preliminary content was reviewed by several subject matter experts to validate the constructs and subsequent content, with a focus on the representativeness and appropriateness of the items selected for each construct. Upon completion of testing, the characteristics of the individual items were reviewed in terms of their factor structure and reliability in relation to each indicator.

The goal of this rigorous undertaking is to validate the use of the survey results within school settings:

Educational policy entails setting goals and developing a course of action for achieving them. The 'course of action' requires the identification of a small set of strategies for achieving the outcomes and a plan for their execution. It involves setting priorities, identifying short- and long-term targets aligned with the goals, and monitoring progress towards achieving these targets. It also requires policies about how best to allocate available resources. Monitoring data is at the heart of developing a set of strategies and making plans for their execution. (Willms, 2018b, p. 41).

Strategies for Using the OurSCHOOL Staff Survey Results



Results from the OurSCHOOL Staff Survey can be used to set strategic goals and develop strategies focused on improvement. Data obtained from the Staff Survey can help stakeholders understand where opportunities for improvement exist, assist in the establishment of priorities, and allow the continuous monitoring of school climate indicators over time. The Educational Prosperity model advocates using data to set goals and develop effective strategies. For example, after reviewing the survey results, a principal, in consultation with their data team, may decide to focus on two or three indicators deemed to require the most immediate attention at their school (e.g., collaboration, sense of belonging, role clarity). The results can be used to set goals, both short and long-term, and to inform a set of strategies that will be used to achieve those goals. The progress or achievement of those goals can be used to establish 'use validity' claims.

School leaders can employ the following practical strategies to ensure employee well-being and job satisfaction, and that will support the development of a positive school climate:

1) Job Control.

Allow employees to determine how to complete their work, and in what order they wish to complete it wherever possible. Also, provide the freedom for employees to make their own decisions regarding the characteristics of their roles.

2) Collaboration.

Involve employees in discussions and decisions that directly impact them or the school environment. Ensure staff understands why decisions were made, and how the decision-making process unfolded.

3) Communication.

Ensure communications are clear, concise, and provided in a timely manner. Staff should be informed about organizational changes prior to other stakeholders and afforded the opportunity to ask questions and voice concerns.

4) Workload and Work-Life Balance.

Actively monitor the workload of staff and evaluate the number of additional demands that are placed on them. Provide opportunities during school hours to complete administrative tasks and provide dedicated planning time. School leaders should provide a supportive environment that allows employees to openly discuss their struggles, and that encourages a positive work-life balance.

5) Role Conflict.

Ensure that the expectations for each role are clearly defined and agreed upon. Connect with employees to ensure that directions are clear when new tasks are assigned.

6) Recognition.

Recognize staff achievements and establish a mechanism through which accomplishments can be celebrated. Ensure you tailor your recognition strategies to the individual preferences of your staff. For example, not all employees will feel comfortable being acknowledged publicly. Staff should also be encouraged to share the successes of their peers.

7) Sense of Belonging.

Provide varied opportunities for staff to interact and participate outside the classroom, and ensure all staff have an equal opportunity to participate.

8) Environment.

Promote a culture that welcomes diverse views and opinions and encourages innovation.

9) Well-Being.

Facilitate regular check-ins with staff to ensure they feel supported and equipped to manage stressors. School leaders should provide training and resources on mental health and ensure mental health supports are available for all staff. School leaders should also ensure that they foster an environment that supports open communication regarding staff health and well-being.

10) Eudaimonia.

Encourage participation in PD and learning activities that support employee growth and fulfillment, and that align with individual goals and beliefs.

11) Bullying & Inclusion.

Ensure policies and procedures are developed that support staff and students regarding bullying victimization and perpetration. Training should also be provided that enables staff to appropriately identify and respond to problematic behaviour. Staff leaders should also ensure that bullying policies are consistently reinforced.

Conclusion

The framework outlined within this document is meaningful within a school context and can be used to capture the perspectives of all staff members regarding their perceptions of the school climate. The focus on school climate is critical, as research has shown that a positive school climate can positively impact student outcomes such as engagement, achievement, and well-being. The framework identifies 13 indicators that can be measured reliably using the OurSCHOOL Staff Survey at the individual staff member-level and aggregated to the school, division, or state levels for the purpose of goal setting and improvement planning. School leaders can leverage the data from the OurSCHOOL Staff Survey to inform the identification of strategies and for evidence-based decision making that will support the achievement of established goals.

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