

Creating Well School Cultures



THE HUMAN LINK

Prepared for: Department of Education Tasmania

“Principals, Deputy Principals and teachers are Australia’s nation builders. They need to be well resourced, not just logistically but also symbolically, emotionally, and intellectually.”

Prof. Phil Riley

School staff spend a lot of time and energy at work, and on work. The quality of work life can have a significant impact on overall wellbeing. Schools can influence this by creating a culture and system of wellbeing at work – with structured and reliable pillars. This involves supporting staff to feel seen, heard and valued: and setting a standard where staff see, hear and value others. Staff that feel valued and fulfilled in their work are more able to thrive as individuals and contribute more meaningfully to the collective. As an extension of enabling staff, students can be supported and nurtured to blossom.

This human side of work life requires a different mindset to more typical strategic initiatives. Highly personal dimensions (such as psychology and spirituality) are necessarily involved; individuals must be considered as their ‘whole self’. We recognise that while wellbeing is subjective, it is also dynamic, and there is a spectrum. People may find themselves at different stages of the wellbeing journey at different times. As a result, it is important to consider a holistic and multidimensional view of what it is to support individual and collective wellbeing at a school level.

School Leaders are responsible to work with their leadership teams and staff in creating a “well” environment. It is not the responsibility solely of the principal but rather developed through a collective leadership approach; led by the Principal. This program provides Principals and a key staff member with the theory, skills, and tools to lead wellbeing within their schools. It enables them to develop the mindsets, knowledge, and behaviours that will support them and the staff they lead.

Participants work through the online facilitated program in groups with a wellbeing expert who acts as the group guide. The process commences by digging deep into how the individual functions and then using this understanding to develop healthy and sustainable school wide wellbeing practices. This facilitated small group approach provides the opportunity for a mix of theory, discussion, personal reflection tasks, collegiate conversations, and guided support.

Participants will develop a wellbeing “Strategy on a Page” for their school as a takeaway artefact.

Program Inclusions and Resources

- 7 x 90-minute virtual sessions facilitated plus between session activities
- A structured and interactive forum for participants to collaboratively explore the set topics.
- Practical strategies and interventions that enhance wellbeing and build in long term sustainable practices
- Electronic workbooks and Reflective Practice tools
- A wellbeing audit and check-in tool
- Guide to Team Wellbeing 'check ins', routines & rituals
- Practical “take-away” strategies that can be implemented immediately
- Supporting resources
- A framework for a School Wellbeing plan
- Groups of 20
- Each session will include
 - a personal wellbeing strategy that participants can use for themselves and give staff
 - a deep dive into an area of knowledge to build wellbeing literacy, and
 - a takeaway exercise to complete with wellbeing committees or staff on the journey to building the school wellbeing plan.

2. Program Outcomes:

Participants will develop

- A wellbeing “Strategy on a Page” for their school as a takeaway artefact
- An increased ability to understand and support the wellbeing of their staff
- Practical strategies and interventions that enhance wellbeing and build in long term sustainable wellbeing practices for their schools
- Their own leadership and personal capacity building regarding individual wellbeing
- A framework for understanding stress and leading effectively through difficult times
- A deeper understanding of the dimensions of wellbeing, the wellbeing continuum, the strategic pillars of wellbeing, and the Practices that enhance wellbeing.
- Collegial networks that may continue beyond the professional learning.

3. Program Modules:

The program consists of 7 core modules culminating in a Wellbeing Strategy on a Page. There also exist elective style stand-alone modules to increase wellbeing literacy and strategies.

3.1 Core Modules

Module 1: Understanding Collective Wellbeing

Well people pursue the dimensions of wellbeing; physical, psychological, social, purpose, and spiritual. They understand what “good looks like” for themselves, seek to develop these parts of their world, and stay connected with others (Ryan and Deci). Well people understand that to live happy, engaged, and meaningful lives (Seligman) they need to prioritise their own wellbeing. Well people also understand that they live in an interconnected world and so pursue their own wellbeing without negatively impacting on those around them. This module focuses on

- Unpacking the Wellbeing continuum from Flourishing to Suffering
- How do we define wellbeing for our school context?
- The 5 dimensions of individual wellbeing.
- A personal wellbeing strategy on a page



Module 2: Developing a Collective Wellbeing Mindset

At the collective level, workplace teams are comprised of interdependent members who strive to achieve common goals. Psychological Capital (hope, resilience, efficacy and optimism – abbreviated PsyCap), is commonly referenced when it comes to wellbeing. Recent studies suggest that PsyCap also applies to the collective. At the organisational level, the aim is to create a hybrid of a ‘flourishing organisation’, an environment that induces thriving, and a ‘mentally healthy workplace’. A flourishing organisation here refers to the positive organisation whose focus is on the wide range of positive behaviours of an ‘engaged employee’. This module focuses on

- Arriving at a collective mindset of wellbeing for the school
- Understanding the specific barriers for wellbeing that may exist
- A short audit about the collective wellbeing understanding and practices that exist
- A framework for designing the future state of what wellbeing could look like for the school.

Module 3: The 5 ways of Working

There are five evidence-based drivers or principles that underpin daily, achievable actions. The research shows the importance of these ‘five ways to wellbeing’ described below.

- **Connect** – Quality relationships (in both professional and personal life) are a cornerstone of wellbeing. This highlights the importance of building and nurturing connections with others, across different settings.
- **Be active** – Movement is key in sustaining vitality – experienced as energy. Physical exercise releases cortisol, boosts the immune system, and releases endorphins. Sleep, nutrition, and rest are important health practices that counterbalance physical activity.
- **Take notice** – Stillness and alertness underpin an ability to be conscious, mindful, and present in the now. Becoming and remaining aware enables access to deep absorption (flow), engagement, and meaningful reflection.
- **Keep learning** – Striving for accomplishment and mastery imbues us with the sense that we can set and achieve goals.
- **Give** – Looking outwards, and seeing yourself as part of something bigger, can activate purpose and/or making a difference. Being connected to a community, and more broadly a collective, enhances wellbeing.

This module focuses on

- Developing an individual and organisational understanding of the five drivers.
- Exploring school level strategies & interventions that can enhance these drivers of wellbeing.
- A personal focus on one of the 5-ways of working.

Module 4: Creating a Well Culture

School culture will promote or inhibit individual wellbeing of the staff, Research shows that leadership promotes a culture of wellbeing. In the context of school culture, the performance of the leadership team has a significant impact of school culture and staff wellbeing. In healthy schools ‘Healthy ‘ways of working’ are endorsed and enabled, and wellbeing is promoted by a culture that strives for a healthy balance of care and performance. This module focuses on

- Understanding the drivers and enablers of a well school culture
- An audit for schools around the drivers and enables
- A focus on leadership teams of schools in creating a “well” culture.



Module 5: Developing Social Connection and Partnerships

Social wellbeing stems from quality relationships between leaders, leaders and peers, and peers-peers. In a healthy school connection to others, connection to school and connection to organisation are active. A collective connection to meaning and purpose is also clear. There is also a recognition that staff wellbeing can be both positively and negatively impacted by partnerships. Healthy schools therefore develop partnerships with both internal and external support services. This module focuses on

- Understanding the organisational factors that create a healthy relational culture
- An audit on the social connection and partnerships element of wellbeing

Module 6: Supportive System

Healthy schools have an organisational system that supports wellbeing through policy and procedure. They work hard to ensure that processes and infrastructure take wellbeing into account, and that systems are regularly reviewed for impact on wellbeing. Supportive systems also provide a focus on physical and psychological safety is taken care of.

This module focuses on

- Understanding the processes and procedures that create for a supportive system.
- An audit on the supportive system element of wellbeing

Module 7: The School Plan

This last module provides the platform for the School Wellbeing Strategy on a page to be developed. Participants will develop a plan that addresses each of the important drivers and enablers for school wellbeing. The plan will capture the initiatives that exists and the development that will be needed for a healthy staff.

This module focuses on

- Developing the school Wellbeing strategy on a page
- Creating a staff wellbeing development plan

Attendance: To ensure sustainable implementation at the school level it is recommended that a Principal and another key staff member is involved in each of the sessions. Cohort numbers are generally limited to 20 participants.

Program Dates:

Each cohort runs on a fortnightly basis (with a break in the school holidays)

Cohorts	Start Date	Time
Cohort 1	Tues 23 rd Feb	9:00 – 10:30am
Cohort 2	Thurs 25 th Feb	3:15 – 4:45pm
Cohort 3	Tues 4 th May	9:00 – 10:30am
Cohort 4	Thurs 6 th May	3:15 – 4:45pm



Facilitators

Stephen Macdonald is an Organisational Psychologist who believes that workplaces who focus on developing the heart, soul, and mind of its people are ones that are poised to be great places to work. Working relationships that embrace each other's humanness are the new competitive advantage. He is passionate about creating cultures that embrace all that is good about being human. Stephen has a wide range of experience in the not for profit sector, government, corporate and education sectors working in various levels of management and has been involved in the development and delivery of a range of leadership development, work performance, team effectiveness, Wellbeing & Resilience, and organisational alignment development activities aimed at senior levels of organisations.

Kelly Michael is a Positive Psychology Practitioner and Well-being Program Developer. She began her career in global healthcare. Kelly has vast experience facilitating workshops for over 15,000 people in areas such as Emotional Intelligence, Personal Values, Character Strengths, Resiliency, Leadership, Mindfulness, Purpose, Growth Mindset, Mental Models, Communication and Teamwork. Her programs range in duration from 4 hours to 6 years, so she is experienced in developing and designing long term engaging and sustainable education. She works with global leading experts in psychology, neuroscience, sociology, social impact and business to create Social and Emotional Well-being programs that are of a cutting-edge, world-class quality and aligned with current research. A believer in creating innovative and experiential learning experiences, Kelly also designs and event manages unique and engaging learning events and conferences for up to 2500 participants.

Robyn Walshe has a passion for enabling people and organisations to build capability, capacity and contribution. She is a highly accomplished facilitator and trainer having worked with large corporate and public sector clients both in Australia and overseas. She is known for her creative approaches to learning and development that result in positive shifts in understanding, engagement, and behaviour change. Robyn began her career in education before moving into the corporate world. She has worked for close to 30 years with a range of organisations, executive groups and boards. Robyn is skilled in Communication Strategy and Skills, Strategic Planning, Change Management Strategy, Organisational Diversity Challenges, Leadership Development, Facilitation, Training, Coaching and Mentoring.



WE TAKE A **COLLABORATION AND INNOVATION** FIRST APPROACH



WHO WE ARE

The Human Link is a collective of Psychology, Leadership, Organisational Development, Technology, Communications, Strategy, Program Development and Wellbeing professionals with years of experience in developing individuals, leaders and teams within the public sector, corporate, education and not for profit sectors.

We are human behaviour experts who partner with you to build strong, innovative and inspiring organisations where people flourish.

The current climate is fast paced and ever changing, many organisations have removed the human element in favour of KPI's and scorecards.

We believe that people thrive when they are in an environment that has the courage and skill to truly value and promote humanness. We help organisations leverage the power of human nexus, relationships, and authentic leadership to inspire infinite possibilities.

Harnessing decades of professional experience in leadership, organisational development, behavioural psychology, communication and wellbeing, we're committed to creating transformational change for individuals, leaders, teams, systems and, ultimately humanity.

The programs we deliver are globally-researched, cutting edge, thought provoking experiences designed for future focused organisations and customised to suit you... the client, your people and your unique environment.



THE HUMAN LINK



Stephen Macdonald

Team

Founders

Organisational Psychologist. Executive Coach. Team training and workshop facilitator. Strategic cultural alignment. Leadership and wellbeing keynote speaker. Steve brings a wealth of leadership, team, organisational and cultural development expertise, with experience that spans the industry spectrum, including the professional services, mining, banking, engineering, education, healthcare and public sectors.

He believes unlocking potential is all about enabling a series of personal journeys. He believes that highly functioning leaders are at the core of collective and individual success. It's about balancing professional capability with personal wellbeing. It's about motivating and equipping individuals to achieve their optimum, not just for their employer, but for themselves.

In addition to a couple of Bachelors, a Masters, a PHD currently under construction, and a body post-graduate research that underpins his work as a Partner in a global company. Steve is accredited in a variety of personality, leadership, culture, capability and psychometric assessments and diagnostics which form a core component of his coaching conversations.

His qualifications include:

Certificate IV in Workplace Training and Assessment
Bachelor of Education
Master of Organisational Psychology
PHD Candidate

Accreditations

Leadership Pipeline Master Facilitator
Learning Agility – Talentx7 Australasian Accreditor
Hogan
Leadership Insight Series (Workplace personality, development and motives/values scale)
Saville Wave Personality
SHL Ability Assessments
Pearson Range of Personality, Intelligence and ability Assessments

Practitioner in

Team Effectiveness
Emotional intelligence
Personality (MBTI, DISC, Big 5)
Matrix of Working Relationships (Levels of Work Audit)
Leadership Pipeline
Wellbeing
Appreciative Coaching

Memberships

Society Industrial and Organisational Psychologists
College of Organisational Psychologists
College of Sport Psychologists
Academy of Management
Australian Psychological Society

Who We've Worked With

BHP Minerals Australia Project
BHP Global Centre of Excellence
BHP Strategy and Leadership
Chevron
Goldfields Australia
Alcoa Minerals
Newmont Mining
FMG Mining
Independence Group (IGO) Mining
Bombardier Transport
GHD Engineering
Perth Airport
Ecuilt
Telstra
AHG Automobiles
CBA Bank
BankWest
ASB Bank
BNZ Bank
Koda Capital
Myer Family Company
Mutual Trust
BDO Accounting
HLB Mann Judd Accounting
Deloitte
HBF Insurance
RAC Insurance
TAL Insurance

Red Cross Australia
Silver Chain
Curtin University
Public Sector Commission Western Australia
Office Commissioner Public Sector
Employment South Australia
Department of Health Western Australia
Great Southern Aboriginal Health
Department of Education Western Australia
Department for Communities Western
Australia
Western Australian Football Commission
Western Australian Cricket Authority
Metropolitan Regional Development
Authority
Department of Education Victoria
Department of Education
Catholic Education Office Western Australia
Diocese of Broken Bay New South Wales
City of Mandurah
City of Canterbury Bankstown
City of Yarra
Western Australia Symphony Orchestra
Magistrates Court Western Australia
Family Court Western Australia
Law Institute Victoria
GSK
Podiatry Surgeons College Australia
Beyondblue

