

Canberra
Grammar
School



READY FOR
THE WORLD

Staff Wellbeing Research Project

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A Canberra Grammar School
Initiative
10th November, 2016



Purpose

It is important that all Staff (both teaching and non-teaching) feel valued, respected and cared for in the School Community and so able to contribute to the general wellbeing of the School. ***'We need to look after our teachers – they are the critical and pivotal force in providing an environment where students can feel safe, happy, healthy and, therefore, learn!'***
(Sue Roffey 2014)

Staff members need the opportunity to engage collaboratively to address their own health and wellbeing and foster a supportive and inclusive culture.

Excessive stress, workload, accountability, change, demands

**"Happiness
is an
inside
job."**



Goals

To identify 'Staff Wellbeing' services and aspects of employment at Canberra Grammar School and inform current and future staff.

What is offered? Where to find information?

What support? Who can support?

To continue the strong Staff Wellbeing focus.

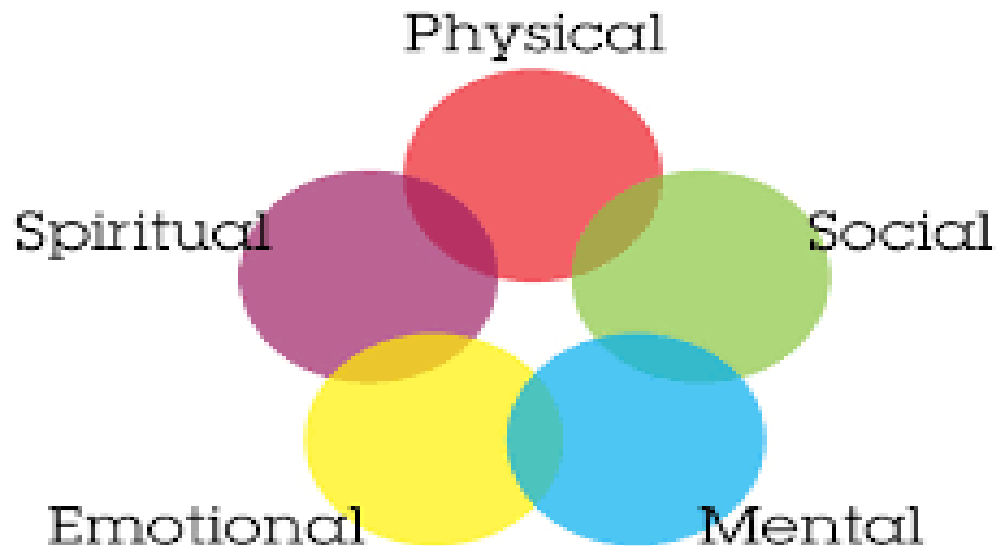
To develop Staff capacity to be aware of, and utilise services offered by the School.

To achieve these goals the project will encourage discussion; information sessions; promotion packages; support and provision of existing and planned services.

Recently: Yoga, Bushwalking, Art, Drumming

Stakeholders

1. Canberra Grammar School Primary and Senior School Staff , Administration and Support staff
2. The Canberra Grammar School Community – students and families



Aims

To identify Staff Wellbeing services currently offered at Canberra Grammar School.

To collate/locate/initiate links of information on CGS Connect

To provide assistance for staff in locating and using CGS Connect for Wellbeing services

To communicate findings to Staff through CGS Connect, announcements, Staff meetings and Staffroom displays

To include/communicate this information into New Staff Information sessions.

To continue to enhance awareness of the existing Staff Wellbeing services and programmes available (posters, team meetings, ongoing follow –up)

Approach to be taken

- Research and identify current links to Wellbeing services provided on CGS Connect.
- Trial possible questions and responses on CGS Connect.
- Broaden consultative process to include Senior School.
- Organise into discussion format
- Present findings
- Provide recommendations
- Ongoing review

Resources

Business Manager- Finance matters

Primary School Counsellor and Psychologist- Counsellor Services

Senior School Counsellor and Psychologist

Human Resources Manager- entitlements and benefits available

School Chaplain

Current staff members- discuss with staff their knowledge and understandings of services provided at other schools

Utilise ideas and discuss with colleagues in AIM course to collect information/data from other school settings.

Things to consider.....

- Harness staff thoughts and feelings related to their professional wellbeing, contributing positively to future school initiatives.
- Strengthen the project to include the collaboration of other interested members of staff (Primary and Secondary)

- Enhance staff knowledge of Wellbeing using the model presented by Dr Richard Davidson. (Founder of the Center for Healthy Minds at the University of Wisconsin). Staff can apply this knowledge through their interactions and teachings with students.
1. **Resilience: When something bad happens, how long does it take you to recover?** *“To paraphrase the bumper sticker, stuff happens and we cannot buffer ourselves from that stuff,” but it’s really about how we recover from that adversity.” Resilience builds over time.*
 2. **Attitude: Do you see the good in everyone?** *Choose your attitude. Savour positive experiences.*

3. Attention: Be in the moment, focussed, avoiding distractibility

“A wandering mind is an unhappy mind,” Davidson says, paraphrasing a group of social psychologists at Harvard. Those researchers also found that almost half the time, we’re not actually paying attention to the present moment.

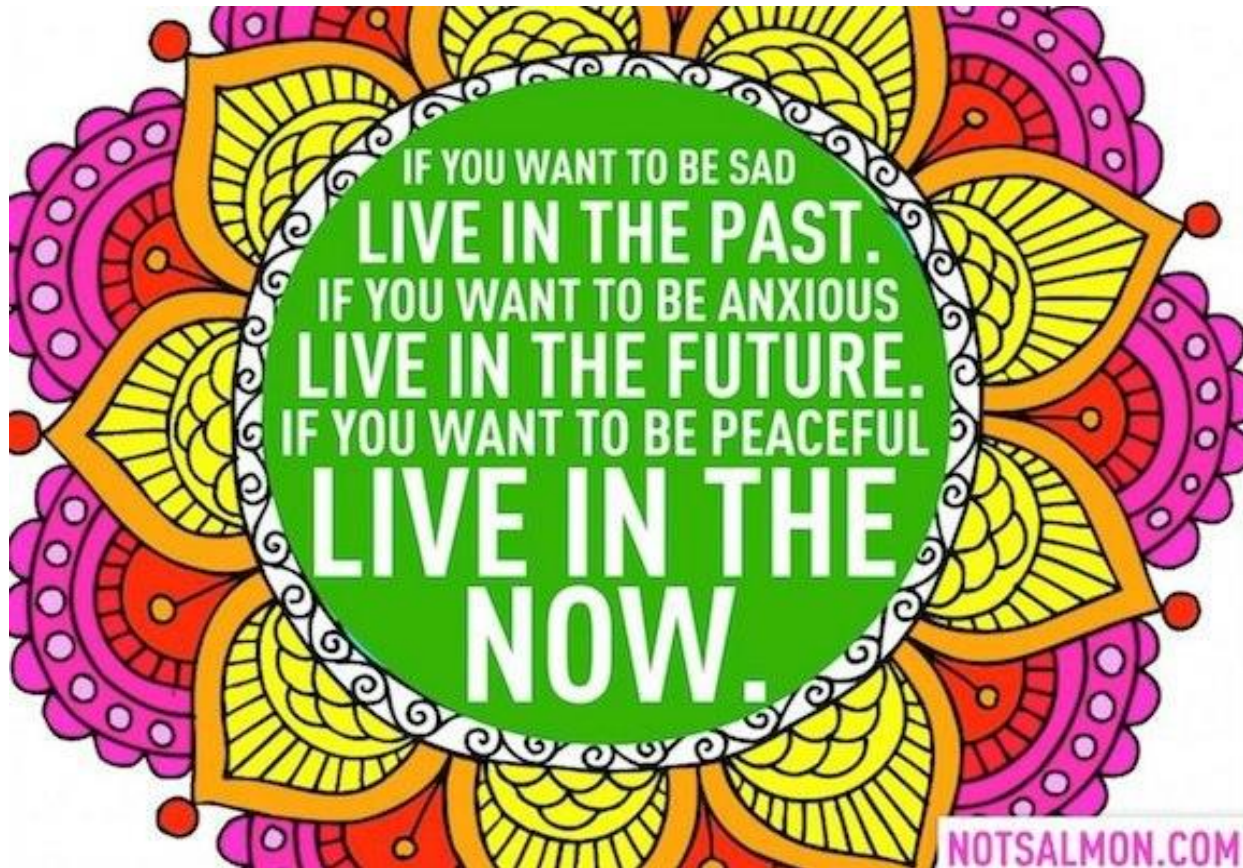
4. Generosity: Practise being kind, compassionate, time for others

“ When individuals engage in generous behaviour, they actually activate circuits in the brain that are key to fostering wellbeing” These circuits get activated in a way that shows more enduring activation than other kinds of positive incentives” Caring for others is a ‘double whammy’ because you benefit from being generous to other people. Research suggests compassion training can alter your own response to suffering”

1. Maintain a central storage space for wellbeing information using CGS Connect:
2. Conduct periodic Wellbeing workshops
3. Float new ideas and strategies for consideration
4. Inform staff of new services
5. Motivational stories and reflections



As educators, what we do, what we believe, what attitude we present, how we take care of our own wellbeing, has a direct impact on our students, school and community.



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Final Message

