



Strengthening Student and Staff Well-Being

June 16, 2023

Greta Colombi,
Principal Technical Assistance Consultant,
American Institutes for Research,
and Director,
National Center on Safe Supportive Learning Environments

Welcome

When you say you are feeling well, or when you identify as having a positive well-being, what does that mean to you?

well-being

Agenda and Goals

>> Agenda

- > Define Well-Being and the Conditions to Support Well-Being
- > Explore Staff Well-Being
- > Explore Student Well-Being
- > Wrap-Up

>> Goals

- > Refresh what is known
- > Explore how to apply/make improvements

Define Well-Being and the Conditions to Support Well-Being

Personal Well-Being

- » Dynamic process between the individual and the conditions that one experiences
- » Types of well-being:
 - > Physical
 - > Mental
 - > Emotional
 - > Psychological
 - > Cognitive



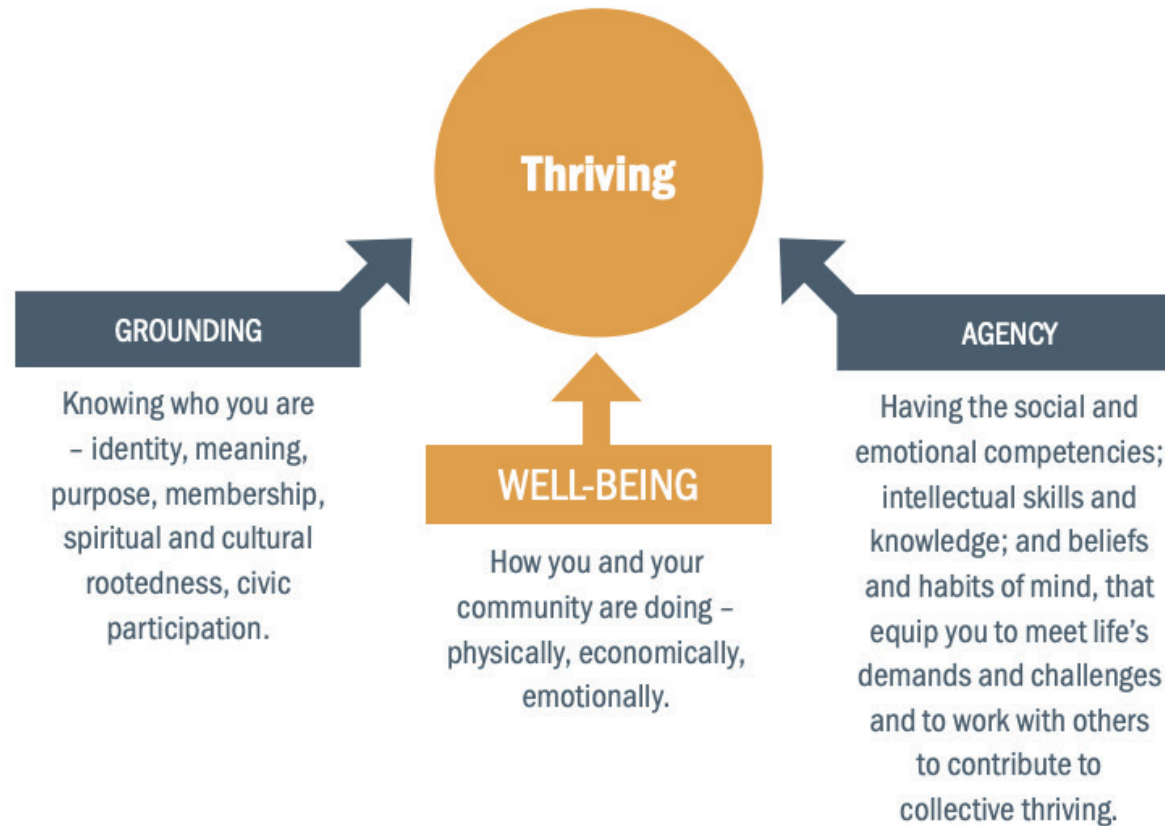


Collective Well-Being

» Five domains of collective well-being:

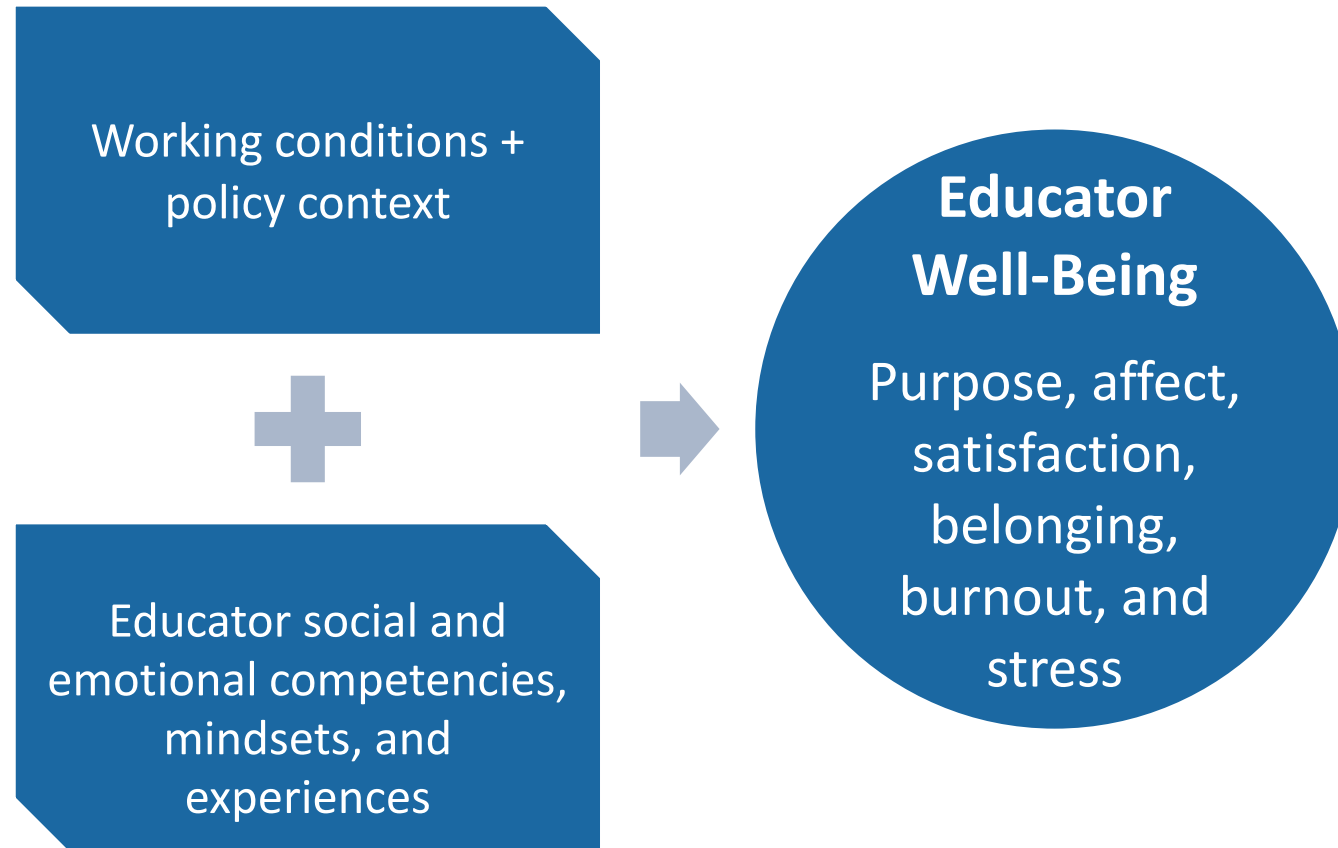
- > Vitality
- > Opportunity
- > Connectedness
- > Contribution
- > Inspiration

Individual and Collective Thriving



Explore Staff Well-Being

Educator Well-Being Framework



Working Conditions and Policy Contexts

- » School climate
- » Leadership practices
- » Student behavior and discipline
- » Job demands and workload
- » Relationships (with colleagues, students, and families)
- » Resources
- » Physical environment
- » Autonomy and choice
- » Professional learning
- » Other (e.g., compensation, career ladder)



Educator Well-Being Concepts

»» Cognitive dimensions

- > Capacity to concentrate
- > Self-efficacy

»» Subjective dimensions

- > Job satisfaction
- > Affect
- > Purposefulness
- > Stress/burnout
- > Likelihood to leave

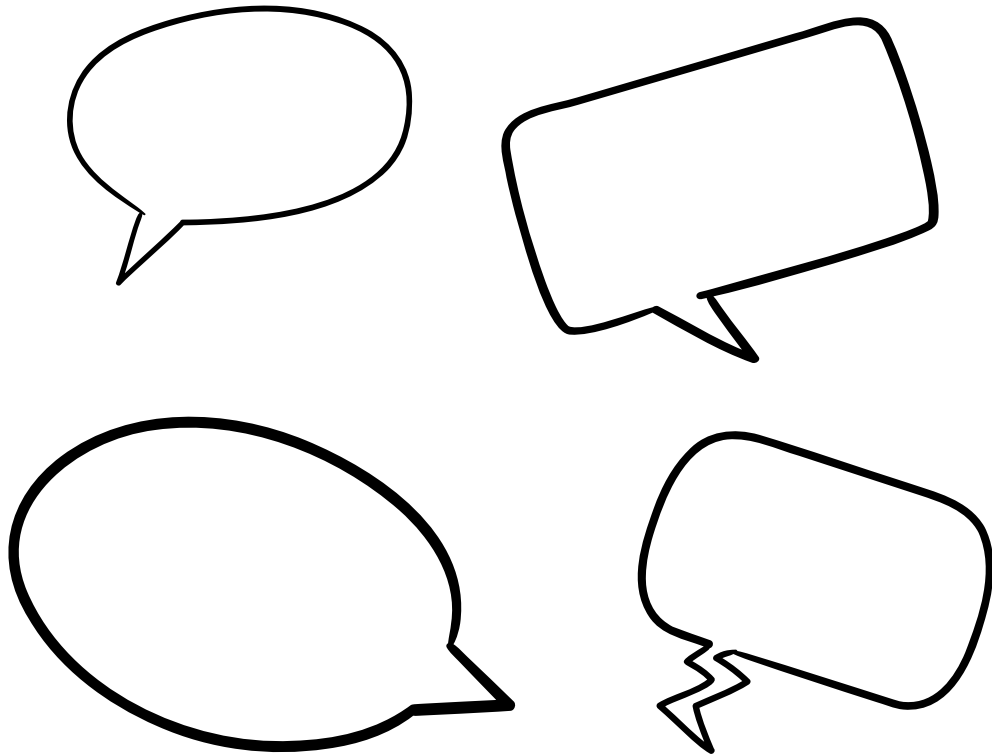
»» Physical dimensions

- > Psychosomatic symptoms
- > Physical health*

»» Social dimensions

- > Social functions with colleagues and leaders
- > Teacher–student relationships
- > Feelings of trust
- > Feelings of belonging*

Discussion on Relationship Between Personal Competencies and Conditions



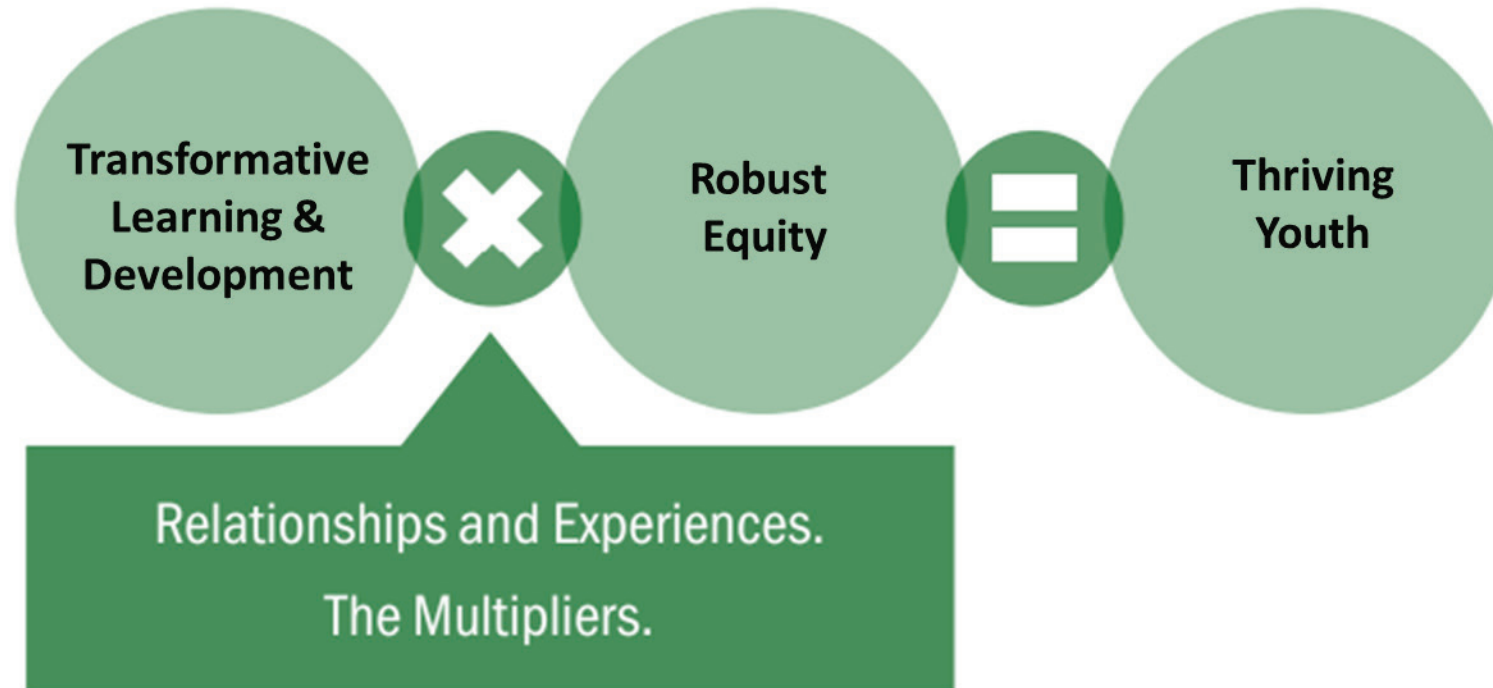
What personal competencies, mindsets, and experiences do you incorporate into your well-being work?

How do you balance both conditions and personal competencies in your well-being work?

What roadblocks might you have, and what are some potential strategies to get around those roadblocks?

Explore Student Well-Being

Student Well-Being Framework



Student Well-Being Concepts

- » Social
- » Emotional
- » Academic
- » Behavioral

Conditions for Learning

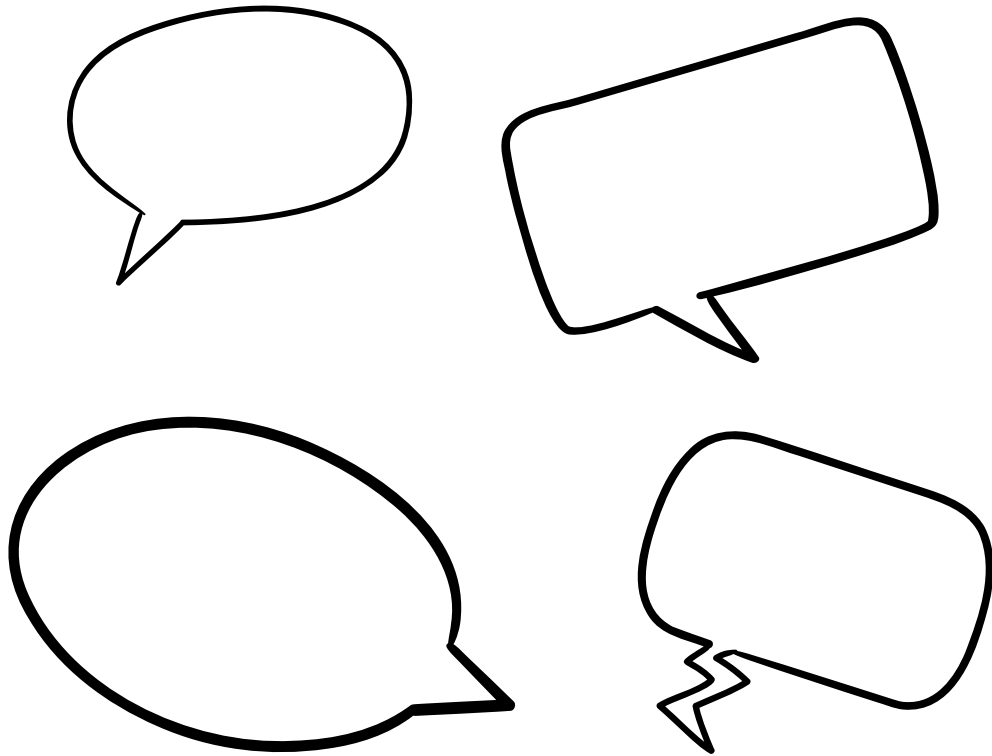
- » Safety
- » Connectedness
- » Support
- » Challenge
- » Peer and adult social and emotional competence
- » Cultural competence and responsiveness

Guiding Principles to Support Student Well-Being

- Foster a sense of belonging through a positive, safe, welcoming, and inclusive school environment.
- Support the social, emotional, physical, and mental health needs of all students through evidence-based strategies.
- Adequately support high-quality teaching and learning by increasing educator capacity.
- Recruit and retain a diverse education workforce.
- Ensure fair administration of student discipline policies in ways that treat students with dignity and respect.



Discussion on Your LEA's/School's Efforts to Support Student Well-Being



How do your LEA's/school's student well-being efforts address conditions and policy contexts?

How do you work with other offices that influence student well-being but may not perceive their work as well-being work?

Who else or what else do you need to incorporate into your student well-being work?

Wrap-Up

Related Resources

>> Staff and Educators

- > [Lessons from the Field - Promoting Staff Wellness in the Wake of COVID-19 and Beyond](#) (webinar)
- > [Staff Wellness in Pasadena United School District](#) (grantee highlight)
- > [Ohio Department of Education Responds to School Wellness Needs](#) (grantee highlight)
- > [What Can Practitioners Do to Reset After Winter Break to Help Students and Staff Thrive?](#) (blog)
- > [COMING SOON!! Working Well Podcast & Working Well Resource Directory](#)

>> Students

- > [Thriving, Robust Equity, and Transformative Learning & Development](#) (guide)
- > [Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates](#) (guide)
- > [Fact Sheets](#) (briefs)
- > [COMING SOON!! Miniseries on Supporting Students' Social, Emotional, Behavioral, and Academic Well-Being](#) (webinars)
- > [Student Autonomy and Empowerment](#) (webpage)

>> [Leveraging Reset Opportunities to Help Students and Staff Thrive](#) (brief tool)

Leveraging Reset Opportunities to Help Students and Staff Thrive

»» To support staff and students...

- > What is needed to thrive (e.g., grounding, well-being, agency)
- > Practices to build individual capacity and a supportive environment
- > Examples of and links to additional resources

National Center on Safe Supportive Learning Environments
Engagement • Safety • Environment

Leveraging Reset Opportunities TO HELP STUDENTS AND STAFF THRIVE

After a challenging quarter, semester, or couple of months before a break, how can you and your students not just survive the rest of the school year but thrive?
Take an opportunity to reset before jumping back into the school year!

What do we mean by thrive? Research tells us that for people to thrive, they need to feel grounded as individuals and as a community, experience well-being, and have agency to meet the demands of life.¹ To help students and staff thrive, school-based practitioners—including administrators and staff—can implement practices to build individual capacity as well as supportive environments.

What do we mean by reset opportunities? The physical, cognitive, and emotional space offered by school breaks provide an opportunity to step back, clarify priorities, and strategize improvements. For teachers, this may mean revisiting classroom norms, trying out a new instructional approach, or supporting students in developing a specific skill. For administrators, this may mean revising a policy, establishing a new team, or stopping a practice that was not working.

Below we present a set of practices for use by two categories of school-based practitioners:

- school administrators who directly support staff or
- classroom teachers or other staff who directly support students.

For each of these practitioner categories, practices are grouped by the key components of thriving (grounding, well-being, and agency) and focus on either building individual capacity or building a supportive environment. This list of practices is not meant to be exhaustive; rather, it is a starting set of practical ideas. Individuals or teams of practitioners can use this tool as they consider how they might strengthen and refine current practices.

Practices for School Administrators Who Provide Direct Support to Staff

Needed for staff to thrive

Grounding

Share the following activity for staff to complete:
A part of thriving is being able to ground in our individual identity and feel a sense of collective identity. Create an [identity chart](#) and use the following to prompt personal reflection.

- Which parts of my identity are most important to me?
- Which parts of my identity do others assign to me versus what do I assign to myself?
- Which parts of my identity do I show my students? Colleagues? Families? Why?
- How do the different parts of my identity influence how I interact with students? Colleagues? Families? What do I wish others knew more about?
- What would make me feel safe to show up fully at work?
- What do I see as the collective identity of our school? How does that align with my personal identity?

Practices for building individual capacity

Practices for building a supportive environment

As a staff or as department teams, build in time to share identity charts and discuss reflections together. Consider what setting would feel safe for folks to share honestly.

- As staff share what they need in terms of showing up fully at work or how identities shape interactions, consider what changes you can make to build a supportive environment in which staff feel safe and valued.
- Discuss the collective identity of the school and consider what needs to shift to better align with the identities of staff, students, and families.
- Consider ways to continue this conversation and monitor if there is any improvement.

1. Doherty, D., Pittman, K., Young, J., Smith, H., Moroney, D., & Iby, M. (2020). Thriving, robust equity and transformative learning & development: A more powerful conceptualization of the contributors to youth success. American Institutes for Research and Forum for Youth Investment.

Interconnection Between Educator and Student Well-Being



Discuss at Your Table

- **Ask:** What questions did this raise for you?
- **Affirm:** What did you hear that supports your current beliefs, experience or understanding?
- **Argue:** What did you hear that challenges your current beliefs, experience or understanding?
- **Aspire:** What piqued your interest that you hope to explore further?



Contact Us

Web:

> region9cc.org

Twitter:

> [@region9cc](https://twitter.com/region9cc)

Newsletter:

> [region9cc.org/
content/newsletter](http://region9cc.org/content/newsletter)



Greta Colombi

*Principal Technical
Assistance Consultant*

gcolombi@air.org

773-426-7784

This material is in the public domain. While permission to reprint is not necessary, publication should be cited. This material is prepared by the Region 9 Comprehensive Center under Award #S283B190010 for the Office of Program and Grantee Support Services (PGSS) within the Office of Elementary and Secondary Education (OESE) of the U.S. Department of Education and is administered by the American Institutes for Research®. The content of the presentation does not necessarily reflect the views or policies of the PGSS or OESE or the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

Notice of Trademark: “American Institutes for Research” and “AIR” are registered trademarks. All other brand, product, or company names are trademarks or registered trademarks of their respective owners.



American Institutes for Research®
1400 Crystal Drive, 10th Floor
Arlington, VA 22202-3289
+1.202.403.5000 | AIR.ORG