

'Well-Led' Schools...

'Well-Led' schools are those that lead "with wellbeing in mind."

These schools are focused and guided by a set of principles informed by research but also the experiences of teachers and staff in our schools. 'Well-led' schools understand and embody the concept of "People first, then Pedagogy." These schools approach their whole school goals with an understanding that if their people aren't taken care of first, it's unlikely they'll see the outcomes they desire.

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KNOW THAT HEALTHY, WELL AND ENGAGED STAFF POSITIVELY INFLUENCE STUDENT LEARNING

They appreciate the extensive research outlining the correlation between staff wellbeing and mental health and student engagement, mental health, learning, and life outcomes. (1-29, 49, 64)

SEEK THE INPUT AND CONSULTATION OF ALL STAFF

'Well-Led' Schools gather and review multiple sources of wellbeing data and speak (and listen) to their people. School leaders spend time learning about their staff's health and wellbeing, identifying workplace stressors, and asking what initiatives staff consider valuable before they commence actions. (2, 15,16, 30, 47, 49, 64).

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RECOGNISE THAT AWARENESS IS THE FIRST KEY TO CHANGE

Leaders and staff are open to providing and hearing feedback and value communication and transparency, which builds a culture of trust, honesty, and inclusivity. Everyone works together, considering how to act on feedback from one another in a way that is conducive to change and leads to overall transformation. (55-59, 64)

ARE LED BY HIGHLY SKILLED, AUTHENTIC AND EMOTIONALLY INTELLIGENT LEADERS

Knowledgeable leaders are informed by the most up-to-date research on effective leadership capabilities and personal attributes. Leaders at all levels are skilled in supporting staff wellbeing and mental health and building a positive school culture. The team appreciates their influence and is aligned through a shared vision and approach. (31 – 38, 48, 49, 50-56, 64, 67-94).

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ACTIVELY ENGAGE THEIR STAFF

Leaders apply evidence-based strategies and leadership styles to ensure staff are equipped to enact the school's vision, set goals, work with their personal and professional strengths, feel motivated in their roles, provided with relevant and professional learning and career progression opportunities. (49, 64, 56, 65-88).

UNDERSTAND THAT STAFF WELLBEING IS A JOINT RESPONSIBILITY

Leaders and staff recognise and play their part in building and contributing to a positive and healthy working environment and work together collectively to support themselves and one another. Everyone understands the validity of supporting the various dimensions of their wellbeing alongside the application of helpful coping strategies for stress to influence their working environment (8, 29, 39-42, 55-59, 64) .

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PROMOTE COLLABORATION AND NURTURE STRONG RELATIONSHIPS

Strong and well-formed workplace relationships underpin a working environment where staff feel connected and collective in their approach to school improvement. Collective teacher efficacy, coaching and mentoring, and a shared vision align all staff to work towards co-constructed goals and strategic plans. Further, the relationships between educators, students and the community are prioritised and seen as the foundations of highly functioning classrooms. (8,29, 42-44, 49, 64-88)

HAVE A SHARED VISION AND A 'WELLBEING ACTION PLAN'

The school is guided by a co-constructed and shared vision that is inclusive of wellbeing. All staff consults to create and embed a 'Staff Wellbeing Action Plan,' complete with wellbeing-focused initiatives, processes and support options that are responsive to the school's needs, goals and priorities. Furthermore, they actually act on their plans and vision – keeping it front and centre with every decision. (60-63, 89-94).

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CAREFULLY CONSIDER HOW TO WEAVE STAFF WELLBEING INTO THE FABRIC OF THE SCHOOL

They appreciate that staff wellbeing is about more than planning and implementing a few initiatives here and there. It's about taking active steps to promote and foster a positive school culture that is proactive, not reactive to a positive working environment, using an inquiry and action research approach that is responsive to the climate and context. (8, 29, 30, 47-49, 89-94)

References - adriennehornby.com.au/reference-list/

Guiding Principles