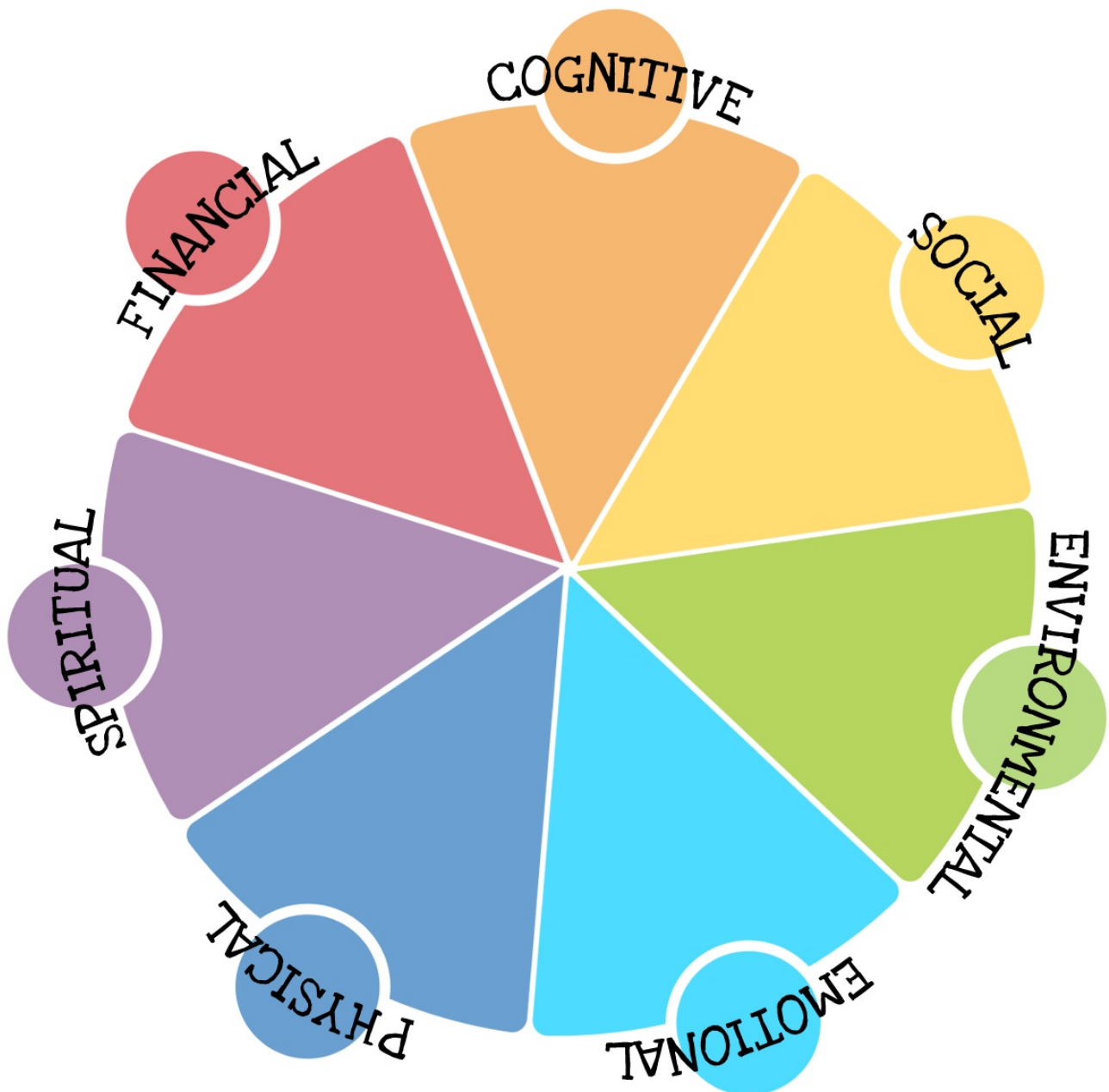


# Using the Well-Being Wheel to Guide School Wellness Work

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# Individual Well-Being Definitions DRAFT

## COGNITIVE WELL-BEING

- Individual Level: Students and adults are challenged with new ideas, concepts and processes that will help transform the school community; continuing education classes are provided for adults; students and adults are encouraged and supported in pursuing their interests. Students and adults learn executive functioning skills and strategies and practice them regularly.

## SOCIAL WELL-BEING

- Individual Level: Students and adults are able to build healthy, trusting relationships that form the foundation of their work together. People feel deeply connected to one another. Students and adults know how to engage in healthy communication and do so.

## ENVIRONMENTAL WELL-BEING

- Individual Level: Students and adults practice behaviors such as picking up trash, turning out lights, recycling, composting, taking public transportation, reducing consumption, planting trees, growing food and spending time outside. Caring for the planet is valued.

## EMOTIONAL WELL-BEING

- Individual Level: Students and adults are supported in developing their emotional health through identification of emotions, managing emotions and developing a strong sense of agency. People are given grace and space.

## PHYSICAL WELL-BEING

- Individual Level: Students and adults engage in significant amounts of daily physical activity, including stretching, walking, running, and deep breathing. People in the community are eating healthy foods and sleeping 8 hours a night.

## SPIRITUAL WELL-BEING

- Individual Level: Students and adults feel a clear sense of purpose in their work. They feel responsible for their own spiritual development and aware of the ethics of their decisions as well as the consequences of their actions. They feel connected to a broad community.

## FINANCIAL WELL-BEING

- Individual Level: Students' families have access to information and programs to ensure financial security, such as governmental aid, language classes, educational opportunities, job training, and financial guidance and advising. Staff have the resources they need to live comfortably.

# Reflections on Your Individual Well-Being

## Cognitive Well-Being

- How do you grow intellectually, learning more about your work and the world around you?

## Social Well-Being

- How do you engage with others socially at work and outside of work? How do you build strong relationships?

## Environmental Well-Being

- How do you care for your resources and the planet? How do you minimize consumption and your carbon footprint?

## Emotional Well-Being

- How emotionally capable do you feel? What is your emotional range at work and outside of work? How do you care for yourself emotionally?

## Physical Well-Being

- How do you care for your physical strength? How do you feed and nurture your body?

## Spiritual Well-Being

- How spiritually well do you feel? How is your peace of mind? How often are you able to greet each situation with a smile, love and openness? What do you do to take care of your spiritual growth?

## Financial Well-Being

- How financially strong do you feel? What do you already do to take care of your finances?

# Organizational Well-Being Definitions DRAFT

## COGNITIVE WELL-BEING

- Organizational Level: Structures are in place to support innovation and intellectually demanding work — teacher exchanges, regular professional development time, staff led professional development (pd), offsite pd, ongoing graduate coursework, etc. Scheduling is responsive. Professional development is innovative, engaging and exciting.

## SOCIAL WELL-BEING

- Organizational Level: There are healthy social relationships throughout the school community that are actively encouraged during school hours. Staff and students are taught to use and supported in using restorative practices, including Nonviolent Communication.

## ENVIRONMENTAL WELL-BEING

- Organizational Level: Adults and children are mindful of the resources that are consumed by the organization. Actions are taken that leave a minimal carbon footprint. There are structures to ensure responsible, fair trade, green procurement. Spending time outside is encouraged.

## EMOTIONAL WELL-BEING

- Organizational Level: The school supports the healthy expression of emotions. There are structures in place to provide counseling (individual and group) onsite to help both youth and adults manage the issues/challenges they face, as well as curricular resources to teach emotional literacy. Self-awareness is taught, encouraged and supported.

## PHYSICAL WELL-BEING

- Organizational Level: There are programs in place to support regular physical activity and the nutrition of the students and adults in the organization. Staff are not expected to work more than 8 hours a day. There are boundaries in place around responding to school texts and emails outside of school time.

## SPIRITUAL WELL-BEING

- Organizational Level: Mindfulness, yoga and meditation are incorporated into work with children (in class) and adults (pd workshops). There are structures and programs to support spiritual development (i.e. meditation room, religious education, etc.).

## FINANCIAL WELL-BEING

- Organizational Level: The school is fiscally strong for the long and short term and provides living wages for all its staff members. Structures are in place for the community to understand the financial health of the school.

# Reflections on Your Organizational Well-Being

## Cognitive Well-Being

- What happens at school to challenge and develop your own thinking, as well as that of the students and families?

## Social Well-Being

- How are healthy relationships supported at school, between adults, between children, and between adults and children?

## Environmental Well-Being

- In what ways does the school model caring for the planet? How are recycling, composting and consumption monitored? How are the outdoors woven into the fabric of the school?

## Emotional Well-Being

- How are emotions acknowledged and celebrated at school, those of children and adults?

## Physical Well-Being

- How does work help adults and kids be physically fit? How are healthy eating and exercise encouraged? How is rest encouraged and celebrated?

## Spiritual Well-Being

- How is spiritual growth fostered, both with kids and adults? How are love and kindness integrated into your work?

## Financial Well-Being

- How financially strong is your school?

# Publicizing Your Organization's Commitment to Well-Being

Our organization is committed to helping our staff members thrive. We identify the strategies that help our community promote their cognitive, social, emotional, physical, environmental, spiritual and financial well-being. We have a culture of kindness and respect, where we promote honest communication to help resolve conflicts.

Ways we promote staff well-being:

- We provide professional development to our staff every month, during work hours.
- Everyone has their birthday off as a paid holiday.
- Staff get multiple breaks of 15 minutes throughout the day.
- Staff are encouraged to nap on their breaks.
- 2 weeks (10 days) paid vacation
- Everyone receives 10 wellness days (after 60 days of employment) that can be taken for reasons that contribute to your well-being.
- Everyone has access to a counselor through our EAP (Employee Assistance Program).
- We acknowledge and celebrate life events.
- We ...

The well-being of our staff is incredibly important to us. We demonstrate this by regularly reflecting on how we are ensuring that our staff is cared for, respected and professionally developed.

Strategies and Ideas to Try:

# HOW DOES THE WELL-BEING WHEEL PROCESS WORK?

Using the Well-Being Wheel as a guide, the planning/implementation process is as follows:

The **Define** stage helps school community members reflect on their well-being, define it and give the Core Well-Being Team guidance regarding the dimension of well-being that will be prioritized, and whether adult or child well-being will be the starting place.

The **Discovery** process invites all participants to contribute dialogue, stories and information on current challenges and previous successes.

The **Dream** phase encourages the sharing of visions, hopes and aspirations for the future, for adults and children in the school community.

The **Design** stage is where the community identifies their own curriculum, policies and practices, and professional development that foster well-being, using the Moore Well-Being Resource Guides. A plan is developed.

Finally, the **Delivery/Destiny** stage establishes how the plan will be implemented and how the plan is deployed. The implementation plan includes check-in points and spot measurements to ensure short-term and long-term goals are achieved.

Your school develops a unique plan for the well-being of adults or children that is based on the needs and hopes of your community. The Well-Being Wheel encompasses and organizes all of the wonderful things your school is already doing. Current initiatives can be coordinated and made more robust. New well-being programs can be implemented. Jenn can provide you with well-being resources to help you make decisions. At the end of the process, your school has a customized organizing framework of all of your projects/activities, along with tools to measure increased well-being. Jenn can provide support throughout the planning and implementation processes. Your Core Well-Being Team will receive all the resources that have been developed during the pilot so your school can go through this participatory improvement process each year, independently of Jenn.



**Curriculum for students**  
**Professional development for staff**  
**School programs and human resource policies**  
**Measurement tools**