

support every child  
reach every student

accompagner chaque enfant  
appuyer chaque élève

**Partners in Dialogue Day**  
**Well-Being Stream**  
November 10, 2016  
Toronto Congress Centre



# WELCOME

**Denise Dwyer**, Assistant Deputy Minister,  
Leadership and Learning Division

**Denys Giguère**, Director, French-Language  
Policy and Programs Branch

**Granville Anderson**, Parliamentary Assistant

# STAFF WELL-BEING AGENDA

- Objectives for the session
- Staff Well-Being Narratives - Part One
- Discussion
- Break
- Staff Well-Being Narratives – Part Two
- Discussion
- Wrap-Up and Next Steps

# STAFF WELL-BEING: OBJECTIVES

Provide opportunities to :

1. Discuss definition, supporting conditions and indicators of staff well-being
2. Share narratives of staff well-being
3. Generate ideas on next steps for staff well-being

Generate ideas on next steps for staff well-being:	
What would you like to see happening?	
Locally	Provincially



# STAFF WELL-BEING NARRATIVES

**Catherine Foy**, Superintendent of Education Student Achievement

**Debbie Hill**, Manager of Employee and Labour Relations and Staffing

**Kawartha Pine Ridge School Board**

# healthmatters@kpr

November 10, 2016



*Educating for Success!*

# Promoting Well-being

All children and students will develop enhanced mental and physical health, a positive sense of self and belonging, and the skills to make positive choices.





Living, Learning and Leading  
in a Changing World

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD  
STRATEGIC PLAN 2015 – 2018

“Engaged and resilient  
employees are our  
greatest asset.”

*W. R. (Rusty) Hick,  
Director of Education*



*Educating for Success!*

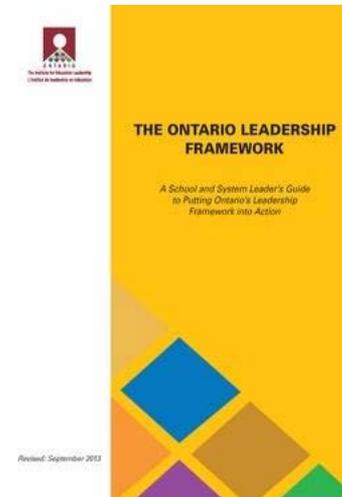
## LIVING IN A CHANGING WORLD

AREA OF FOCUS	WE ARE COMMITTED TO:
<b>Health and Well-being</b>	<ul style="list-style-type: none"><li>– Creating conditions for social and emotional well-being and supporting positive mental health;</li><li>– Enhancing supports for physical activity and healthy living; and</li><li>– Providing interventions, programs and supports responsive to the needs of students and staff.</li></ul>
<b>Safe, Equitable and Inclusive Environments</b>	<ul style="list-style-type: none"><li>– Creating safe and positive environments by fostering a culture of respect and inclusion;</li><li>– Promoting healthy and respectful relationships; and</li><li>– Developing responsible digital citizenship.</li></ul>

# Ontario Leadership Framework

Leadership is an exercise of influence on organization members...toward the identification of the organizations vision and goals.

- Optimism
- Resilience
- Self-efficacy
- Proactivity



# How?

## Joint Health and Well-being Advisory Committee

- Representation from all Union(5)
- Principals
- Non-Union/Management Group

*Mandate: Education and promoting awareness of healthy practices that encourage personal and workplace wellness.*

# kpr health & wellbeing



## Health and Wellbeing



### Health and Wellbeing

Welcome to the 2016-2017 School Year

The KPR Health and Wellbeing committee is looking forward to an awesome year and we hope that you are too. We want to make you aware that we are here to support your wellbeing goals, whether as a school or an individual.

Send us an email at [Healthandwellbeing@kprdsb.ca](mailto:Healthandwellbeing@kprdsb.ca) to see how we can help

Remember the Health and Wellbeing Fund available to all schools and check out the awesome challenge we have for all staff this school year. *The November Newsletter*

#### Health and Wellbeing

- Employee and Family Assistance Program
- Mental Health Resources
- Physical Activity
- Nutritional Health
- Crisis Contacts
- Wellness Activities
- September Newsletter
- October Newsletter
- November Newsletter



<http://www.kprschools.ca/en/staff/wellness/healthandwellbeing.htm>

1

# How?

## Increased Awareness through Social Media

- Webpage/Facebook/Twitter

<http://www.kprschoools.ca/en.html>

<https://twitter.com/kprschoools>

<https://www.instagram.com/kprschoools/>

# Health and Wellness Survey

- Distributed to all staff
- Completion rate of 63.7%
- What we learned:
  - 91% of our employees tell us their job is satisfying
  - 67% feel their work is manageable
  - 73 % spend less than 5 hours/week on health and fitness
  - 23% of staff were not aware that KPR has an EFAP Program
  - Most needed resources – Workplace Stress

# Health and Wellness Survey

What did we do with this information?

- Share with Senior Administration, Principals, Department Managers
- Develop Communication Strategies
- Professional Development Opportunities
- Incorporated into Strategic Plan



# healthmatters@kpr



# STAFF WELL-BEING NARRATIVES

**Marsha Depotier**, Southern Region Victim Services  
and Violence Against Aboriginal Women Coordinator

**Debbie Ferris-Giammattolla**, Community Sports  
Services Coordinator

**Métis Nation of Ontario**

# MÉTIS NATION OF ONTARIO



## Staff & Community Wellness

*Thursday, November 10<sup>th</sup> 2016*

**Métis Nation of Ontario**  
Healing and Wellness

Métis Nation  
of Ontario 

# *INTRODUCTIONS*

**Marsha Depotier**  
**MNO Victim Services Coordinator**

**&**

**Debbie Ferris- Giammattolla**  
**Community Supports Services Coordinator**



# OVERVIEW



**Who are Aboriginal Peoples?**

**The Métis Nation of Ontario (MNO)**

**What is WHOLISTIC Well-Being?**

**How we foster and support Wellness in all branches and divisions of the MNO?**

**Examples of some of our staff trainings, workshops and gatherings that promote Well-Being?**



# WHO ARE ABORIGINAL PEOPLES?



- 1.4 M (1,400,685) Canadians identify as Aboriginal.
- One third (451,795, or 32.3%) identify as Métis.
- Ontario has the largest Métis population after Alberta (86,020, or 1/5 of the total Métis population in Canada).
- Over 1/3 (35.3%) of all Aboriginal people in Ontario are Métis.



# THE MÉTIS NATION OF ONTARIO



Métis Nation  
of Ontario  
*20th Anniversary*  
1993-2013



In 1993, the Métis Nation of Ontario (MNO) was established through the will of Métis people and Métis communities coming together throughout Ontario to create a Métis-specific governance structure.

# STATEMENT of PRIME PURPOSE

of the

## MÉTIS NATION OF ONTARIO

### Where We Got Our Name

*The paternal ancestors of the Métis were the former employees of the Hudson Bay and Northwest Fur Companies, and their maternal ancestors were Indian women of the various tribes.*

*The French word "Métis" is derived from the Latin participle *mixtus*, which means "mixed;" in French "*mêlé*;" it expresses well the idea that is sought to be conveyed.*

*However appropriate the corresponding English expression "Halfbreed" might have been for the first generation of the mixture of blood, now that European blood and Indian blood are mixed in every degree, it is no longer general enough.*

*The French word "Métis" expresses the idea of this mixture in the most satisfactory manner possible, and thus becomes a proper race name. Why should we care to what degree exactly of mixture we possess European blood and Indian blood? If we feel ever so little gratitude and filial love toward one or the other, do they not constrain us to say: "WE ARE MÉTIS!"*

— Louis Riel, 1885



### Who We Are As A People

We, the Métis are a people of the lands, which gave rise to our history and tradition and culture.

We call those lands the Métis Homelands. The Homelands stretch from the lakes and rivers of Ontario, cross the wide prairies, traverse the mountains into British Columbia and into the northern reaches of the Northwest Territories. They include the hills and valleys of the north-central American States.

These are our lands. They are Métis lands. They are the lands of our past which nurture us today and which we value as the precious foundation of our future.

As Métis who live in the Homelands, we hold it to be a fundamental truth that we are one of the Aboriginal peoples of the Americas.

The Métis Nation continues today to be the embodiment of our past, the source of sustenance for our present while giving rise to our hopes and aspirations for the future.

We are a Nation, born of independence, and self-sufficiency whose teachings are founded on the values of honesty and truth. We are proud of our rich heritage. We are inspired by the values and traditions of our ancestors. The strength of our society is based on democracy, freedom, fairness, equality, generosity, justice and the customary and written law of our people. Above all, we cherish harmony and peace.

As Aboriginal people we hold sacred the rights of the individual and of the collective. We have respect for each other, for the land and for the animal and plant life that surrounds us. We are people who honour and respect the family, our elders who hold the key to the past, and our children, who are our future.

Guided by our spiritual values we aspire to attain our highest potential.

### Now Therefore We Declare As Follows:

We, the Métis Nation, are a distinct Nation among the Aboriginal peoples in Canada and as such our Aboriginal and treaty rights are recognized and affirmed under Section 35 of the *Constitution Act, 1982*.

We, the Métis Nation, have the inherent right of self-determination and self-government; We, the Métis who live within the Métis Homelands of Ontario, desiring to bind our people together to collectively promote our common cultural, social, political, and economic well-being, have founded the Métis Nation of Ontario, to be our representative body with the following aims and objectives:

- to research, publish and promote the genealogical documentation of the Métis, and to establish and maintain a registry of the Métis Citizens of Ontario;
- to establish democratic institutions based on our inherent right of self-government;
- to encourage the full participation of all Métis in the Métis Nation;
- to promote and foster community development;
- to re-establish land and resource base;
- to develop prosperity and economic self-sufficiency within the Métis Nation;
- to provide care and support necessary to meet the fundamental needs of the citizens of the Métis Nation;
- to promote the improved health and wellness of the individual, the family and the whole Métis community;
- to establish effective means of communication for the Métis Nation;
- to encourage academic and skills development and to enable citizens of the Métis Nation to attain their educational aspirations;
- to promote the history, values, culture, languages and traditions of the Métis Nation and to create an awareness of our proud heritage;
- to promote Métis artistic and cultural achievement;
- to ensure that Métis can exercise their Aboriginal and Treaty rights and freedoms and in so doing, act in a spirit of cooperation with other Aboriginal and non-Aboriginal people;
- to establish good relations and maintain our historic alliances with all Aboriginal peoples for the pursuit of our common interests and goals;
- to continue our affiliation with the Métis National Council for the representation of the interests of the Métis Nation in Ontario at the National and International levels;
- to gain the recognition and respect of the Métis as a Nation and a people.
- to protect and preserve the land and waters within our homelands for future generations.

Métis Nation  
of Ontario

**“Guided by our spiritual values we aspire to attain our highest potential.”**

**Métis Nation of Ontario**  
Healing and Wellness

**Métis Nation  
of Ontario**

# WHAT IS WHOLISTIC WELLNESS?

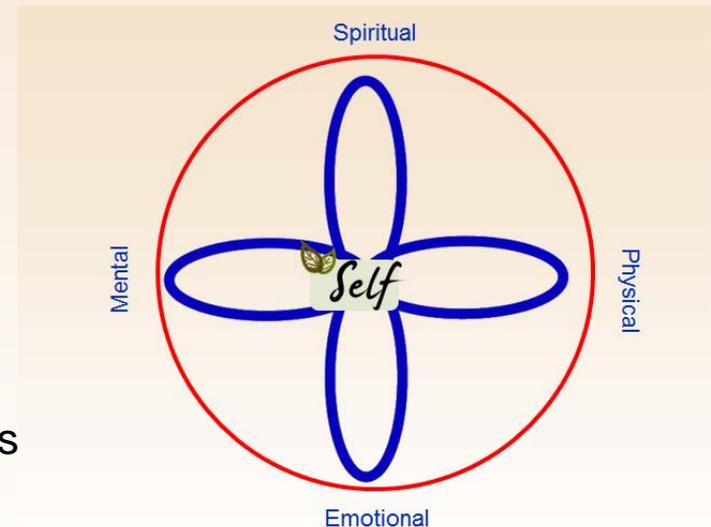
**The MNO is dedicated to the wholistic wellness of our Nation as a whole and supports the need to provide, foster and demonstrate wellness within all branches and levels of the MNO.**

Wholistic Well-Being can be termed as: A condition of being in optimal health for the individual, family, community and nation.

Wholistic Wellness needs to address all realms of a person's being.

Wholistic Well-Being looks at the physical, emotional, mental and spiritual aspects of a person, which includes financial.

As wellness workers, the staff carry a bundle of teachings, ceremonies and ways of being that support wellness. Our staff have taken cultural teachings that have assisted them in building their 'helpers bundle', which they travel with for home visits and gatherings.



# HEALTH AND WELL-BEING



**WALK WITH ME ACTIVATOR TRAINING  
COLLINGWOOD DECEMBER 2014**

Each person will have things that motivate them.

At the MNO the motivation is wellness and prosperity for our Nation as a whole.

**The MNO is guided by the Métis Nation of Ontario Statement of Prime Purpose and is directed by the governing structures of the MNO at the local regional and provincial level.**

The work that we do as Helpers is transferable and can be used to assist our community members at attaining their highest potential possible.

# STAFF & CITIZENS COMPLETE HEALING BLANKETS



As there are many fringes on this blanket, there are many more people who are thinking about you; who love you and support you. You are not alone!



# HOW WE FOSTER AND SUPPORT WELLNESS

- MNO events and activities are culture-based
- Elders and Knowledge Holders attend and offer grounding support
- Gatherings includes citizens and staff



# HOW WE FOSTER AND SUPPORT WELL-BEING

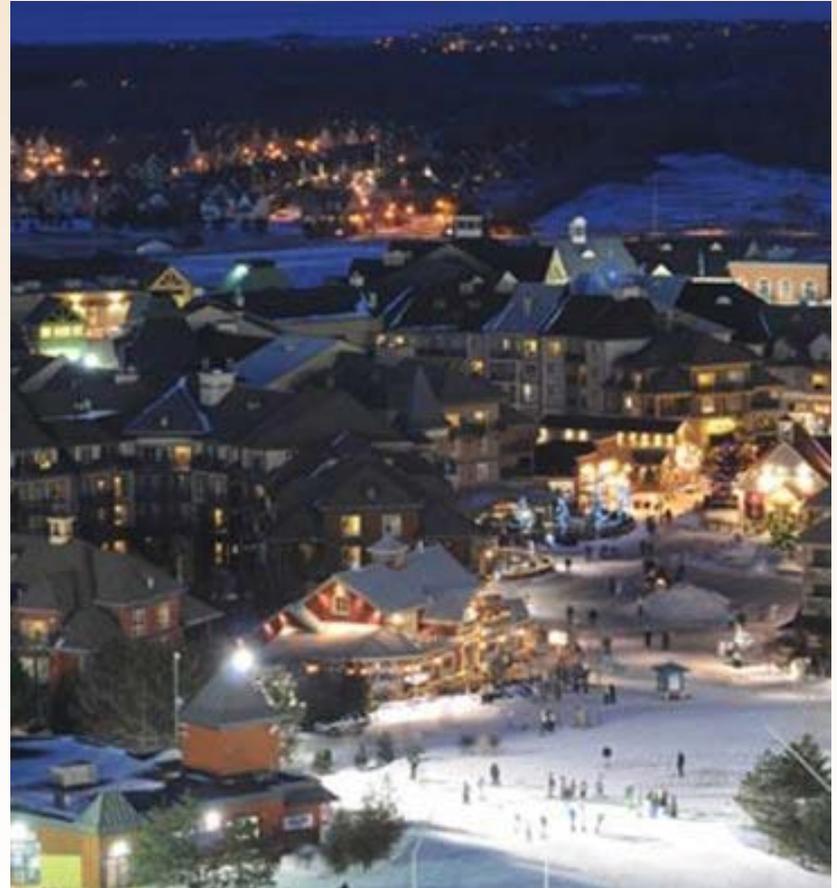
## Staff Gatherings

The MNO offers retreat like setting for staff training, to support the staff in coming together as a collective. Connecting to the land and nature is fundamental for the Métis, when possible the MNO supports staff traveling with their families to gatherings like the Annual General Assembly.

## Staff Gatherings and Trainings

The MNO staff attend 2 inter branch training per year, this allows for the staff to come together and indulge in self care and professional development opportunities. The topics for training have included:

- Self Esteem & Self awareness building
- Motivational interviewing
- Breathing techniques
- Time Management & Stress Reduction



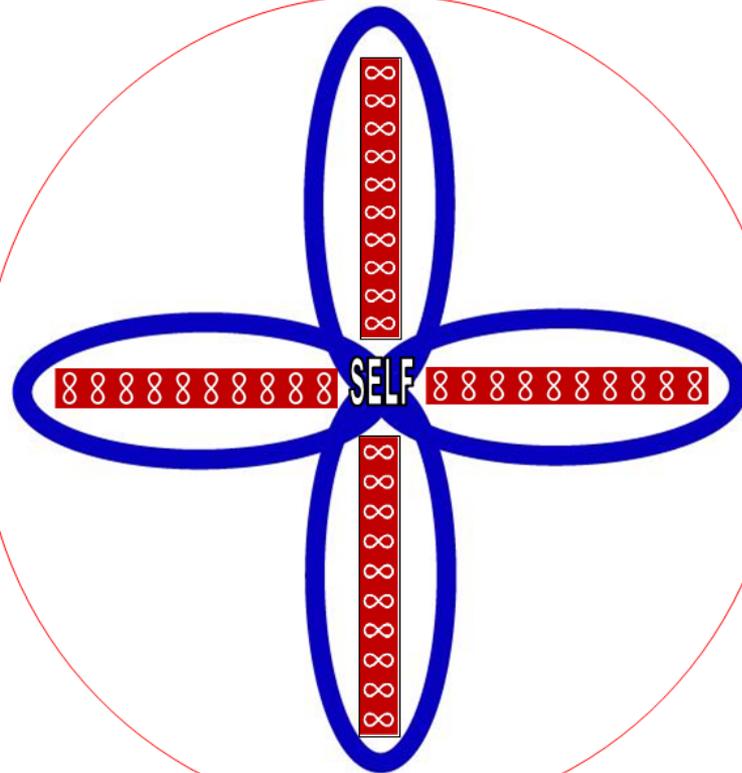
# MNO WELLNESS WHEEL

the Métis  
Nation of  
Ontario

Lirrolô Miyôyâwin

Spiritual

Mental



Emotional

Physical

the Métis  
Nation of  
Ontario

Lirrolô Miyôyâwin

Wellness Wheel Guiding Questions

Assessment Date		MM	/	DD	/	Year	Client ID:		
<b>Physical Aspects</b>									
<input type="checkbox"/>	My Physical Health condition is where I want it to be.	<input type="checkbox"/>						<input type="checkbox"/>	I avoid harmful things to maintain my physical health.
<input type="checkbox"/>	My Physical Needs are being met right now.	<input type="checkbox"/>						<input type="checkbox"/>	I have a plan for my physical wellness.
<input type="checkbox"/>	I like myself.	<input type="checkbox"/>						<input type="checkbox"/>	I take my prescribed medicines and follow medical advice.
<input type="checkbox"/>	I know my priorities to improve my physical well-being.	<input type="checkbox"/>						<input type="checkbox"/>	I have long term goals for my physical health
<input type="checkbox"/>	I take part in positive activities to help my physical well-being.	<input type="checkbox"/>						<input type="checkbox"/>	I am satisfied with my housing and physical surroundings.
<b>Emotional Aspects</b>									
<input type="checkbox"/>	My emotional health is where I want it to be.	<input type="checkbox"/>						<input type="checkbox"/>	I have good coping strategies.
<input type="checkbox"/>	My emotional needs are being met at this time.	<input type="checkbox"/>						<input type="checkbox"/>	I trust people.
<input type="checkbox"/>	I have positive self-esteem.	<input type="checkbox"/>						<input type="checkbox"/>	I do positive things to help the relationships in my life.
<input type="checkbox"/>	I have a strong sense of self-worth.	<input type="checkbox"/>						<input type="checkbox"/>	I take part in positive things to help my emotional and social well-being.
<input type="checkbox"/>	I maintain healthy relationships	<input type="checkbox"/>						<input type="checkbox"/>	I feel positive about the future.
<b>Mental Aspects</b>									
<input type="checkbox"/>	I use positive self-talk.	<input type="checkbox"/>						<input type="checkbox"/>	I am satisfied with my level of education.
<input type="checkbox"/>	I take part in general intellectual activities.	<input type="checkbox"/>						<input type="checkbox"/>	I am satisfied with the kind of work I am doing.
<input type="checkbox"/>	I have mental stimulation in my life.	<input type="checkbox"/>						<input type="checkbox"/>	I take time to reflect on what has happened in my life.
<input type="checkbox"/>	I have creative abilities that I put into use.	<input type="checkbox"/>						<input type="checkbox"/>	I use time management skills.
<input type="checkbox"/>	I have good problem solving skills	<input type="checkbox"/>						<input type="checkbox"/>	I take positive actions to improve my life mentally and intellectually.
<b>Spiritual Aspects</b>									
<input type="checkbox"/>	I am aware of the meaning and purpose of my life.	<input type="checkbox"/>						<input type="checkbox"/>	I am honest, loving, caring, sharing, respectful, trustworthy, humble and helpful.
<input type="checkbox"/>	I have principles, beliefs and values in my life.	<input type="checkbox"/>						<input type="checkbox"/>	I make efforts to develop qualities, virtues or moral principles or ethical values and
<input type="checkbox"/>	I take part in spiritual or religious practices.	<input type="checkbox"/>						<input type="checkbox"/>	I am respectful of nature.
<input type="checkbox"/>	I take time for prayer or meditation or enjoyment of nature.	<input type="checkbox"/>						<input type="checkbox"/>	I feel a sense of connectedness to and pride for the values of my Culture.
<input type="checkbox"/>	I have a grateful attitude about life.	<input type="checkbox"/>						<input type="checkbox"/>	I take part in positive activities to nurture my spiritual life.



Métis Nation of Ontario  
Healing and Wellness

Métis Nation  
of Ontario

# ***ADDITIONAL CONSIDERATIONS***

## **Social**

I find time to maintain my healthy relationships with friends and family

I feel like I belong to a group or community

I respect others and their cultures

## **Environmental**

I like/love where I live (house, community, country etc.)

I care for and respect the environment and the community

I am aware of any risks in my environment and try to avoid them

I feel safe in my environment

## **Financial**

I feel that I make an adequate wage in order to manage my lifestyle

I feel that I am sufficiently paid for the work that I do

I budget my spending

I contribute to an RRSP or pension plan



# STAFF & COMMUNITY WELLNESS WORKSHOPS



- Walk with Me: end-of-day self-care
- Capote making workshop
- Mitten making workshop
- Spirit Painting workshop
- Healing Blanket workshop
- Growing Medicine Gardens

# STAFF & COMMUNITY WELL-BEING WORKSHOPS



- Beading
- Coloring pages
- Finger weaving
- Jigging- Métis Dance
- Cultural Ceremonies



***Thank you  
Marsii  
Miigwetch***



**What does  
staff well-being  
mean to you?**



A large, empty rounded rectangular box for writing the answer to the first question.

**What conditions and  
supports are required  
for staff well-being?**



A large, empty rounded rectangular box for writing the answer to the second question.

**How do we know  
we are successful in  
promoting and  
supporting staff well-  
being?**



A large, empty rounded rectangular box for writing the answer to the third question.

# Break



support every child | accompagner chaque enfant  
reach every student | appuyer chaque élève

# STAFF WELL-BEING NARRATIVES

**Jean Cloutier**, Directeur du Service de soutien à l'apprentissage, Volet Santé et bien-être, Conseil des écoles catholiques du Centre-Est

**Édith Dumont**, Director of Education, Conseil des écoles publiques de l'est ontarien

# Promoting Well-being in School Builds Collective Strength in our Society

Narratives of Staff Well-being (Part II)



# Staff Well-being A CECCE Priority

X Creating a culture of caring:  
Board-wide mental health strategy at  
Conseil des écoles catholiques du Centre-Est

X Intranet site





## Staff Health and Well-being Conseil des écoles publiques de l'Est de l'Ontario

Edith Dumont  
Director of Education  
November 2016

## KEY FACTS



40

SCHOOLS



14 500

STUDENTS



3 000

EMPLOYEES



**HIGH** rate of graduates  
receiving  
Certificates of Bilingualism



**4%** increase in  
**WORKFORCE**



**40,319 KM<sup>2</sup> territory**  
Encompassing Ottawa, Cornwall,  
Kingston, Trenton, Pembroke and  
Hawkesbury

# OUR THREE STRATEGIC PLANNING AXES



## ENVIRONNEMENT D'APPRENTISSAGE DE CHOIX

*Le CEPEO reconnaît que l'apprenant est curieux, créatif, compétent et capable de réflexions complexes.*

*Le CEPEO lui offre un environnement d'apprentissage bienveillant, participatif et inclusif pour devenir un citoyen responsable et engagé dans la communauté.*

Quality  
Learning Environment



## ENVIRONNEMENT COMMUNAUTAIRE DE CHOIX

*Le CEPEO contribue au développement de ses communautés par la création et le maintien : 1) d'environnements scolaires francophones accueillants, inclusifs et sécuritaires; et 2) de partenariats innovateurs qui contribuent à l'épanouissement de ses apprenants.*

Quality Community



## ENVIRONNEMENT DE TRAVAIL DE CHOIX

*Le CEPEO offre un environnement de travail valorisant et engageant, axé sur la collégialité, l'innovation et la responsabilité sociale. Le personnel du CEPEO, compétent et convaincu, contribue au développement de citoyens responsables.*

Quality  
Work Environment

### Strategic Axis 3

## QUALITY WORK ENVIRONMENT

CEPEO offers a rewarding and engaging work environment, founded on collegiality, responsibility and innovation.

Our skilled and confident staff contributes to the development of responsible citizens.



### TARGET RESULTS

6

EMPLOYEES ARE INCREASINGLY INVOLVED IN THE DEVELOPMENT OF THE ORGANIZATION

7

AN INCREASING NUMBER OF EMPLOYEES DESCRIBE THE WORK ENVIRONMENT AS REWARDING.

19

# IN FACT, WE HAVE ...

- A Director of Mental Health, Safety and Well-being
- Policy and procedures related to Well-being developed in collaboration with all unionized and non-unionized employee groups
- Ongoing employee lifestyle enhancement projects
  - Lunch and Learn sessions on Nutrition, Increasing Activity Levels, Stress-management and Work-Life Balance
  - Walking Club
  - Employee Assistance Program
- Alternative work arrangements  
(telecommuting, compressed work week)



Conseil des  
écoles publiques  
de l'Est de l'Ontario



# MA santé MON alliée

## MON BULLETIN SANTÉ!

### Développer son bonheur

Souvenez-vous : les facteurs externes n'ont souvent qu'une influence partielle sur notre niveau de bonheur.

Ainsi, obtenir une promotion ou se faire de nouvelles relations donne certes un élan temporaire au bonheur, mais celui-ci revient rapidement à son point de départ.

### Voici quelques exercices pour favoriser les habitudes liées au bonheur

- Tenez un journal de gratitude et reconnaissez vos qualités.
- Rédigez une lettre à une personne qui a eu un impact majeur sur votre vie.
- Rendez visite à une personne que vous appréciez.
- Dites, "Merci".
- Célébrez vos petites victoires.
- Faites une promenade en pleine conscience, admirez votre environnement.



L'équipe du mieux-être au travail vous propose d'écrire une liste des choses que vous aimez faire ainsi qu'une liste des choses que vous faites tous les jours. Comparez ensuite ces listes et pensez à des actions concrètes que vous pouvez mettre en place pour diminuer l'écart entre elles.

Profitez de chaque petit bonheur au quotidien.

## Our Health Report Card

# IN FACT, WE HAVE...

- On-going conversations with unions in all areas that benefit from taking a proactive approach
- A Well-being committee established in collaboration with Human Resources
- Critical incident support available to staff dealing with situations such as death or severe illness
- A SAFETALK training program for all grade 11 students. This suicide prevention program, offered since 2014, prepares staff and students to identify individuals who may be at-risk. It equips them with the skills and knowledge necessary to provide references to available resources within CEPEO schools.

## MORE FACTS...

Professional learning opportunities enhance staff confidence and capacity in the areas of mental health and well-being:

- Suicide prevention (SAFETALK)
- Suicide intervention (ASIST)
- First Aid and Mental Health (PSSM)
- Critical incidence-related stress management

## MORE FACTS...

CEPEO`s 6 pillars of well-being are:

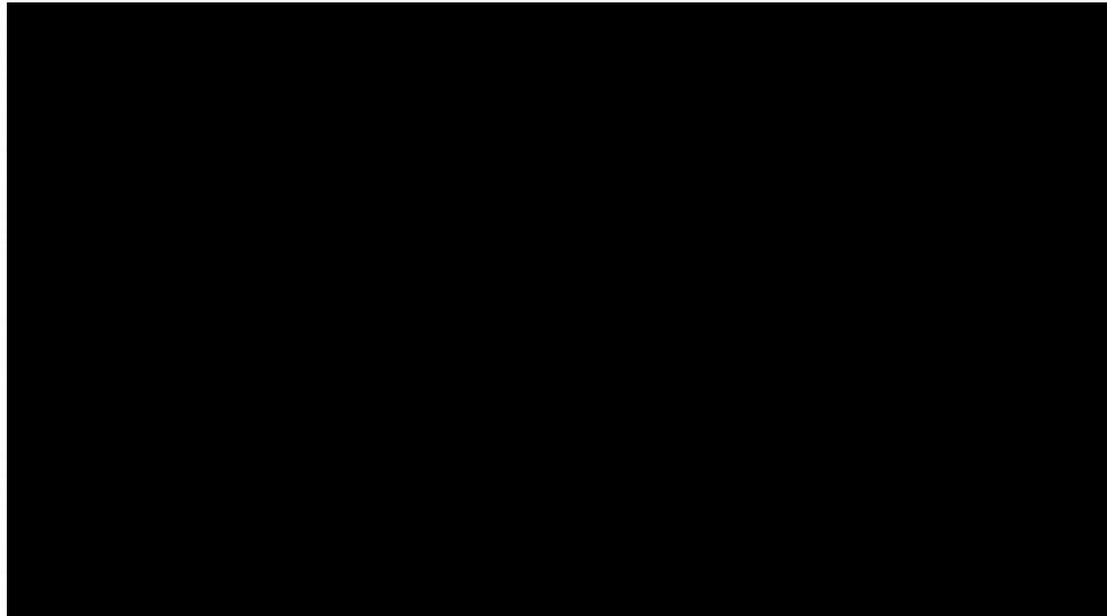
- Healthy schools
- Safe and welcoming schools
- Positive school climate
- Mental health support in community partnership
- Equity and inclusive education
- Global village approach

## FINALLY ...

- CEPEO has developed resources and learning opportunities to support each one of the 6 pillars.
- We provide self-evaluation tools that enable schools to identify areas of need and establish next steps

To learn more...

This video shows coaching strategies used by CEPEO staff to enhance both teaching and professional learning.



<https://youtu.be/46--Ez45W1I>

# STAFF WELL-BEING NARRATIVES

**Suzette Clark**, Ontario Secondary Teachers'  
Federation Provincial Representative

**Jennifer Rose**, Human Resources Superintendent

**Brenda Ellis**, Manager of Wellness and Employee  
Health

**Upper Grand District School Board**

# Wellness Program

## Upper Grand District School Board

*Jennifer Rose*

*Brenda Ellis*

*November 10, 2016*



# Board Philosophy on Collaboration

- To collaborate with our unions on major initiatives and policy development/ implementation to achieve successful outcomes that enhance our over-arching goal of supporting student achievement

# Origin of the Wellness Program

- Based in our Attendance Support Program
- During implementation, the Unions were advised that a comprehensive Wellness Program would be forthcoming
- The program was born out of the organization's goal to meet our commitment to our Unions

# Wellness Within the Organization

- Responsible for the Wellness Program - the *Wellness and Employee Health Department*
- Oversee Return to Work, Sick Leave Administration and Wellness Initiatives
- Ensures a link between prevention and intervention / support programs for staff

# Working Collaboratively

- Engaging the various Union representatives from the beginning
  - Initial meetings to review strategies
  - Follow up meetings to review findings and review programs
  - Ongoing feedback regarding programs
  - Ongoing discussions regarding issues being observed by or reported to the unions
  - Comprehensive Early and Safe Return to Work Plans

# Supporting Mental Health

- Supporting OSSTF (TBU) Mental Health First Aid Training
- Employee and Family Assistance Program
  - Providing PD support to CUPE, ETFO, OSSTF (OCT), OSSTF (EA/ECE) regarding EFAP
- Stress Management and Resiliency Programs
- Communication Programs
- Meditation
- Child and Youth Mental Health Week
- Mental Health PD Days
- ASIST Training
- Monthly Newsletters

# Wellness Program

- Employee Health and Wellness Department continue to build on programs implemented since the inception of the Wellness Program in 2012.
- Programs include:
  - Fitness (yoga, pilates, learn to run and boot camp style sessions)
  - Personal Wellness Opportunities (Relaxation Techniques, Better Sleep, Energy Boosters)
  - Mental Health support (Stress Management, Resiliency, Decreasing Anxiety)
  - Nutrition Programs
  - Wellness Challenge
  - Wellness Monthly Newsletters
  - Mental Health Week
  - EFAP
  - PD Support

# 2015 vs. 2016

## 2015/16

- 18 fitness programs
- 43 programs
- 4 PD Sessions
- 524 participants for the full year
- 10 providers

## 2016/17

- 34 fitness programs
- 63 programs overall
- 4 PD Sessions to date
- Health and Wellness Challenge
- 412 participants just for programs offered in Sept, Oct and Nov.
- 20 providers

# Wellness & Employee Health

Upper Grand District School  
Board

**Generate ideas on next steps for staff well-being:**

**What would you like to see happening?**

**Locally**

**Provincially**



# STAFF WELL-BEING

Thinking about what you learned today...

#ONwellbeing



# WRAP-UP AND NEXT STEPS

**Adam Peer**, Provincial Representative,  
Elementary Teachers' Federation of Ontario

**Demetra Saldaris**, Director, Teaching Policy  
and Standards Branch

# Lunch

# Welcome Back

Overview of afternoon: What does success look like for our students – *all* of our students?



**#ONwellbeing**

support every child  
reach every student

accompagner chaque enfant  
appuyer chaque élève



# Well-Being Domains



**What Makes Up Well-Being**

# Ontario's Well-Being Strategy for Education



support every child | accompagner chaque enfant  
reach every student | appuyer chaque élève

# What Does Success Look Like?

Choose one component of well-being for the focus of discussion.





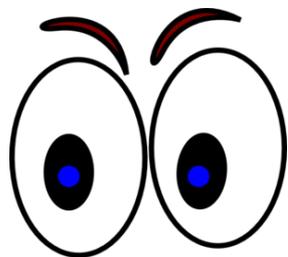


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#ONwellbeing

## What does it look like? Sound like? Feel like?



# A Closer Look: Panel Presentations

1. Julie Dénommmé: Using data focused on developmental strengths to change culture.
2. Sarah Wright and Kelvin Redsky: Biwaase'aa - Community-based program planning reflecting student needs
3. Donna Quan: Unlocking Student Potential

# Reflecting on Ideas, Building Deeper Insights

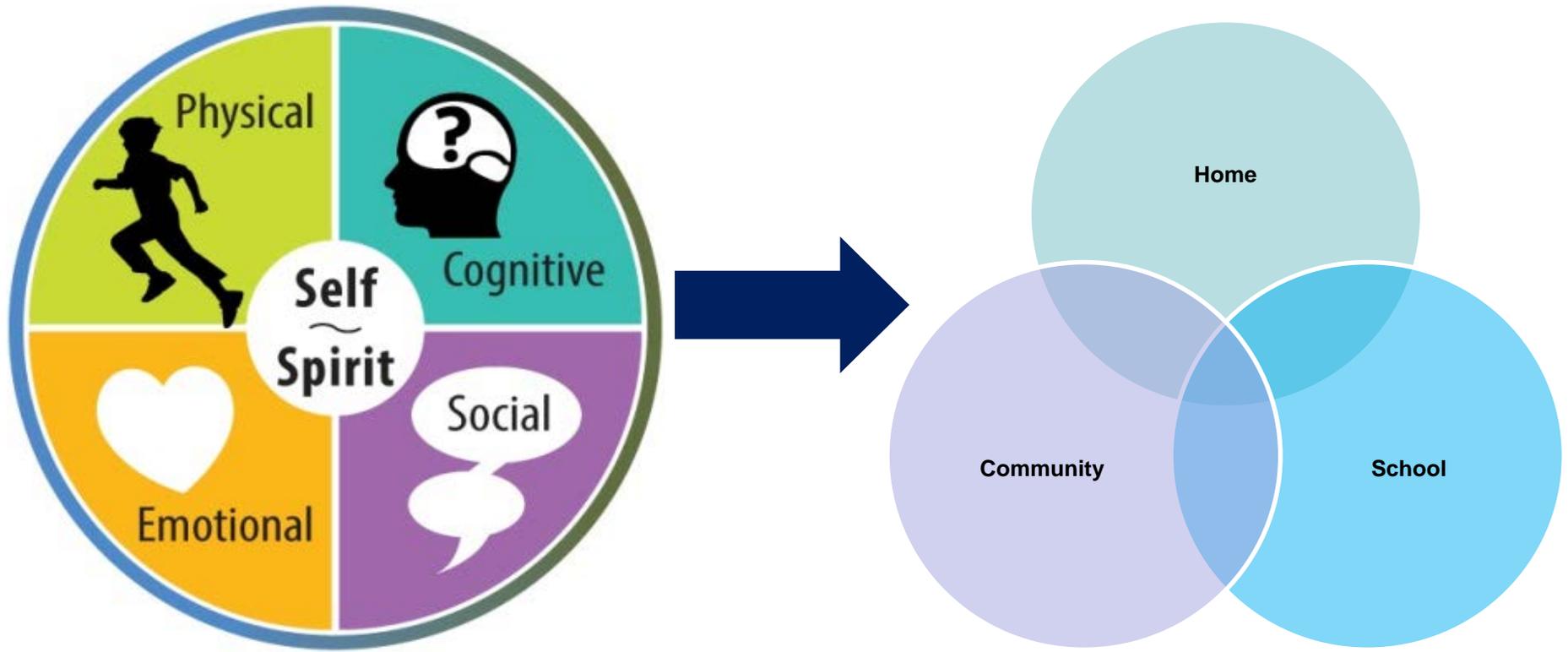
1. Return to your collection of ideas. Using insights from the panel, identify any new thoughts and missing pieces.
2. Identify a few overall insights to share.



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# Moving forward



# Wrap Up



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**Partners in Dialogue Day**  
**Well-Being Stream**  
November 10, 2016  
Toronto Congress Centre