



# Systems Conditions, Staffing: Staff Wellness and Working Climate

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# Session Goals

- Understand why supporting educator and staff wellness is vital to school entity's success
- Identify pathway to Compassion Resilience
- Identify how working climate and organizational self-care are connected
- Understand how working climate can affect staff retention, absenteeism, and effectiveness

[Staff Wellness Webinar Resources](#)



# Four Agreements of a Courageous Conversation

- Stay engaged
- Speak your truth
- Experience discomfort
- Expect and accept non-closure



# Design a System of Scaffolded Supports

*Staff Wellness Data*



# Educator Satisfaction Focus

- Educators whose physical, social, and emotional wellness are addressed have increased capacity to build positive learning environments
- Schools that address educators' wellness needs are associated with higher teacher retention



# K-12 Educator Satisfaction

- 58% satisfied with quality of colleagues
- 58% satisfied with ability to serve their community
- 57% satisfied with job security
- 56% satisfied with personal satisfaction from their job

([Center for State & Local Government Excellence, 2021](#) )



# Educator Stress During COVID

- Teacher satisfaction is down 25%
- More than 1/3 of educators have considered changing fields
- 41% of K-12 employees report they are working more hours
- 55% of K-12 employees report COVID -19 has significantly impacted the nature of their job

([Center for State & Local Government Excellence, 2021](#) )





# K-12 Educator Stress During COVID

- 6 in 10 educators were parents of children under 18, worked at home and took care of their children
- 60% felt stress of being very or very high risk of exposure to COVID -19
- 63% reported feeling stressed
- 54% reported feeling burnt out/fatigued
- 45% reported feeling anxious

([Center for State & Local Government Excellence, 2021](#) )



# K-12 Educator Stress During COVID

- 58% felt virus made public more aware of importance of job
- 55% felt risk they took during pandemic was not on par with compensation
- 38% reported working during pandemic made them consider changing job
- 6 in 10 reported they and family were negatively financially impacted by COVID - 19

([Center for State & Local Government Excellence, 2021](#) )



# K-12 Educator Stress During COVID

- 52% reported reduced amount they were spending
- 48% reported being concerned about being able to save enough to be financially secure throughout retirement
- Satisfaction rate with employer dropped from 69% -44% (March 2020 -Oct. 2020)
- Decrease in work -life balance

([Center for State & Local Government Excellence, 2021](#) )



# K-12 Educator Concerns

- Keeping family safe from contracting COVID-19 (61%)
- Staying protected from contracting virus at work (61%)
- Having employee benefit package reduced

([Center for State & Local Government Excellence, 2021](#))



# Design a System of Scaffolded Supports

*Compassion Fatigue and Compassion  
Resilience*

# Compassion Fatigue

Helping professionals who are exposed to traumatic material, have great capacity for empathic engagement, and struggle to balance their own self-care with the needs of the people they are helping may develop compassion fatigue. Compassion Fatigue may impact the cognitive, emotional, behavioral, relational, physical, spiritual, and occupational domains of an individual.

(PDE, 2020)





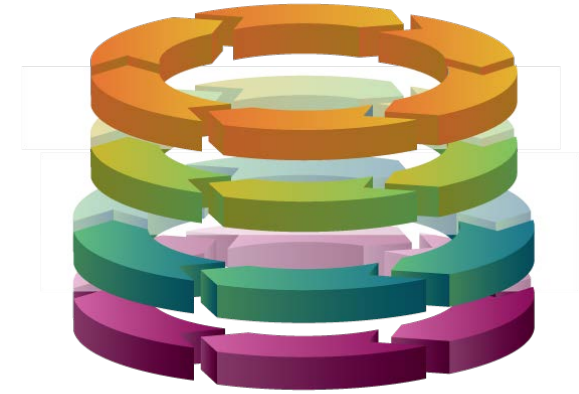
# Compassion Resilience

An approach to building resilience in both an individual and an organization. This includes acknowledging and supporting concerns of others in their well-being while recognizing the roles that a compassionate approach can take.

(PDE, 2020)

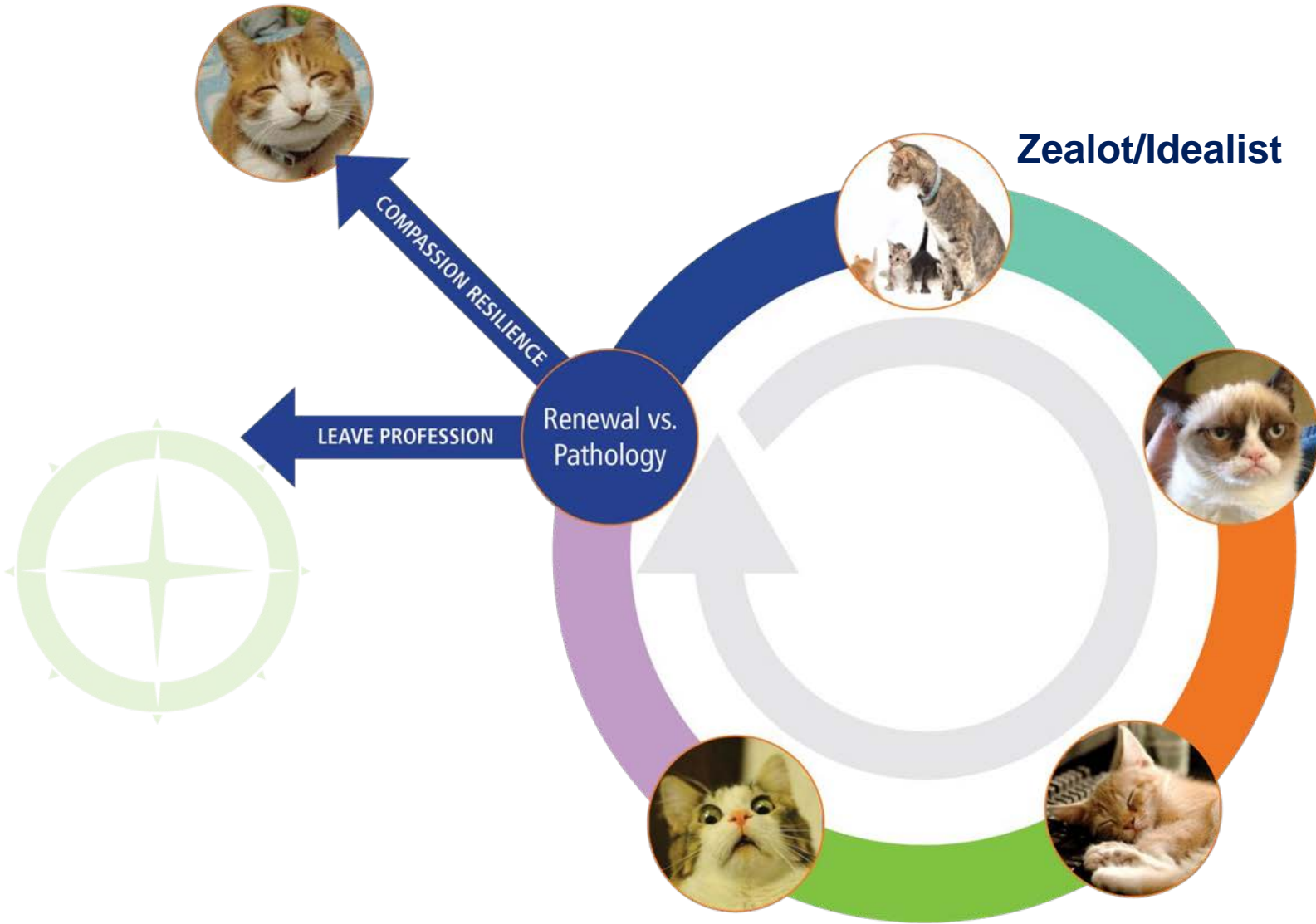


# Compassion Fatigue's Path

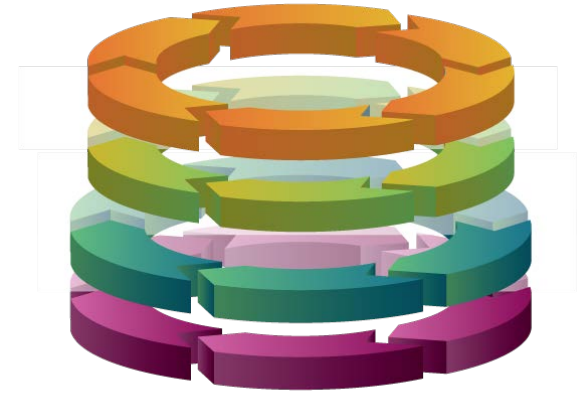


*(Compassion Resilience Toolkit for School Leaders and Staff)*

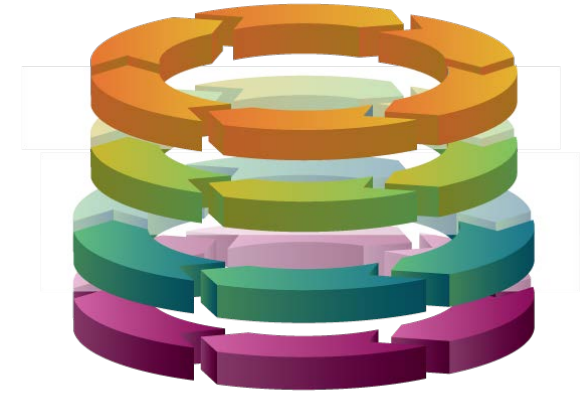
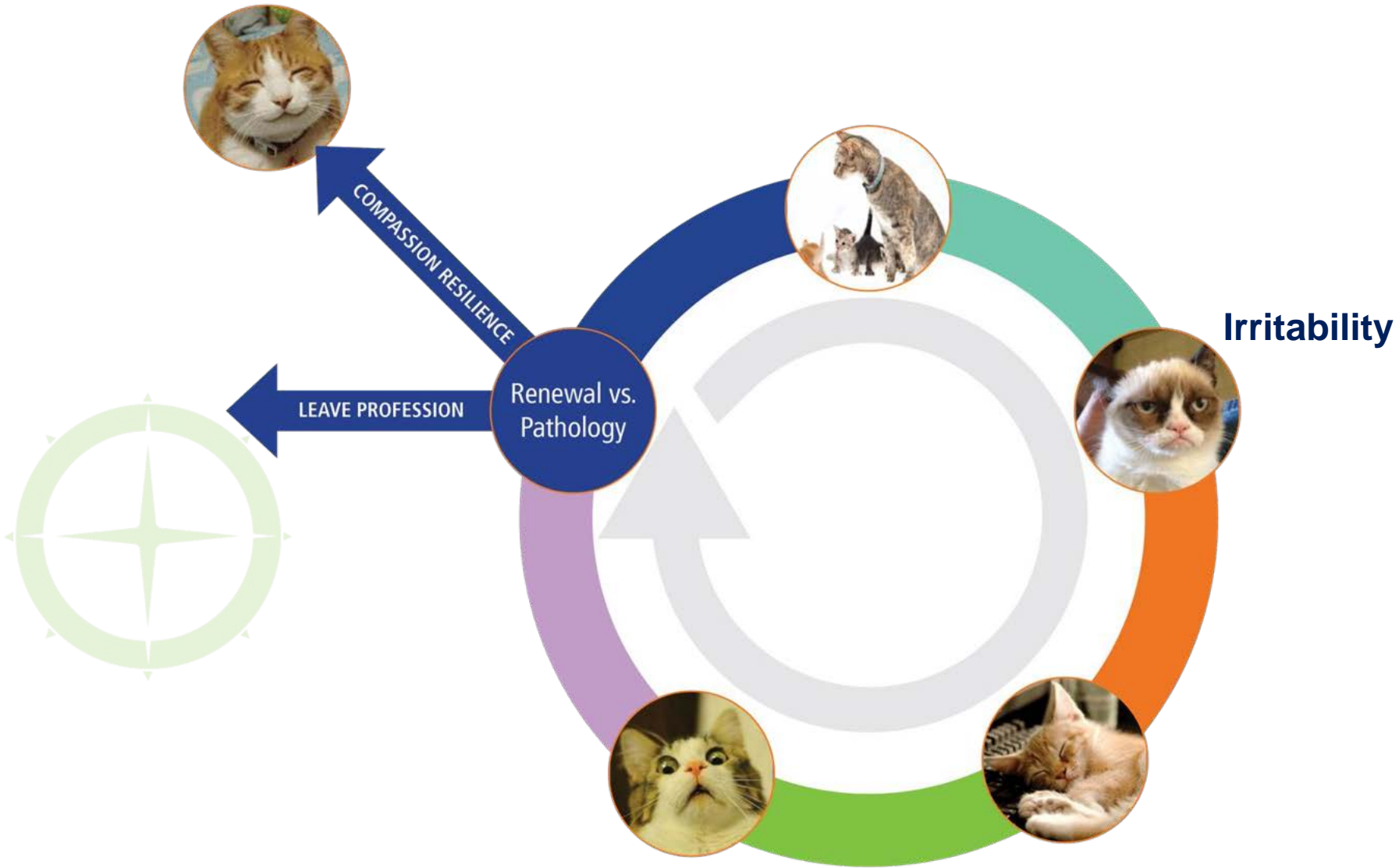




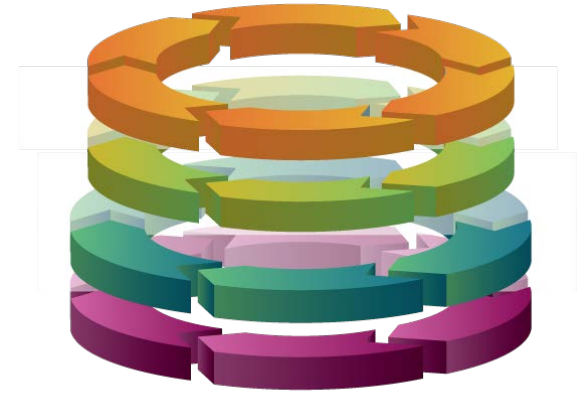
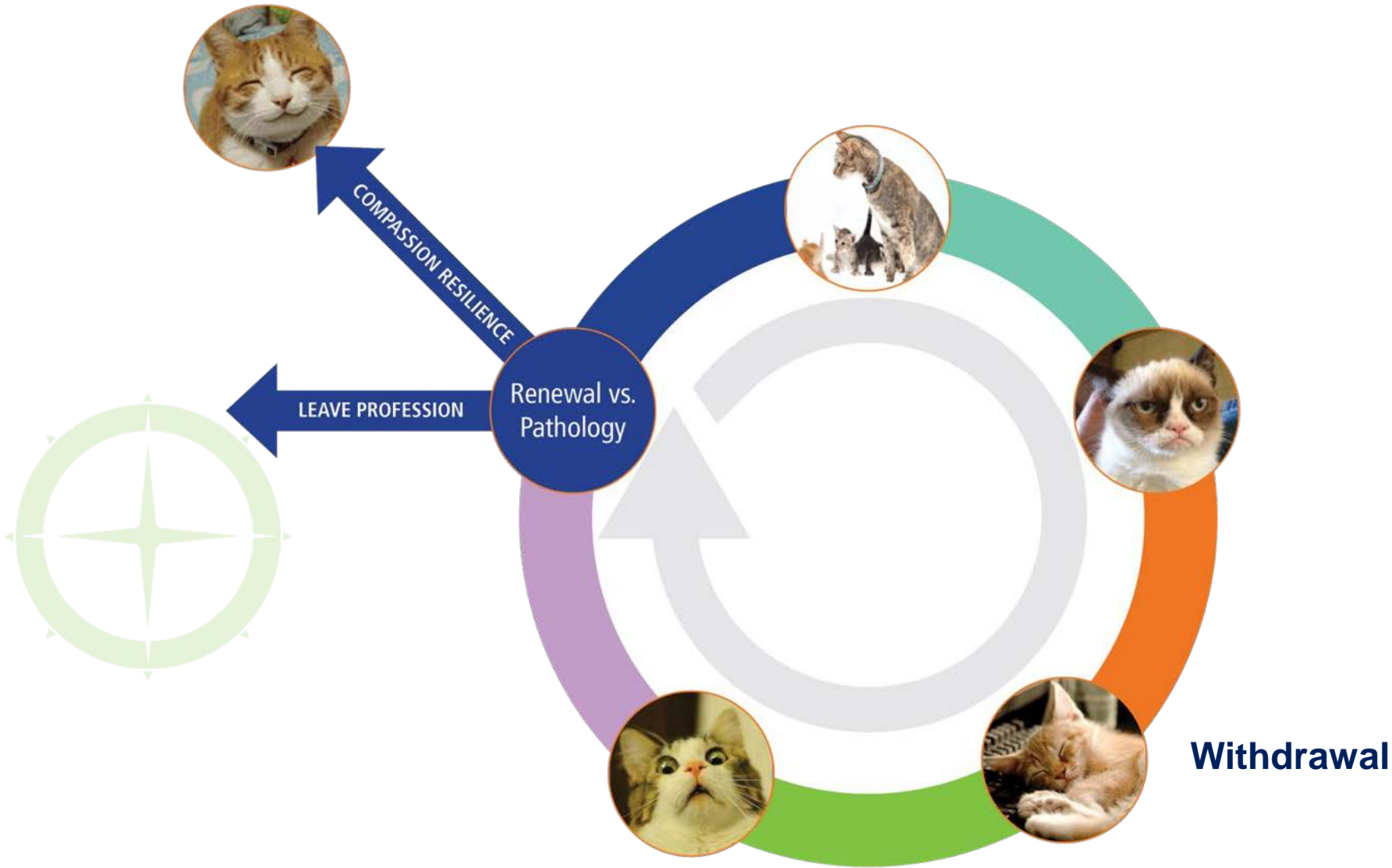
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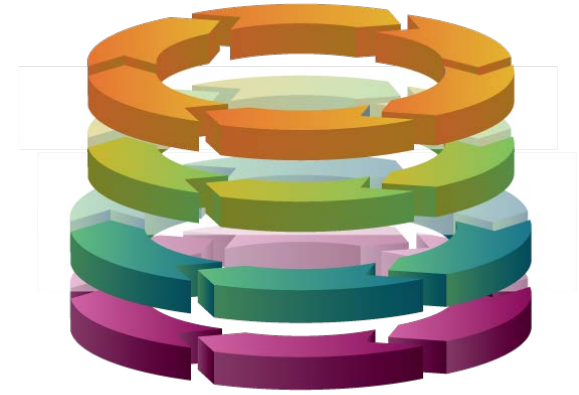
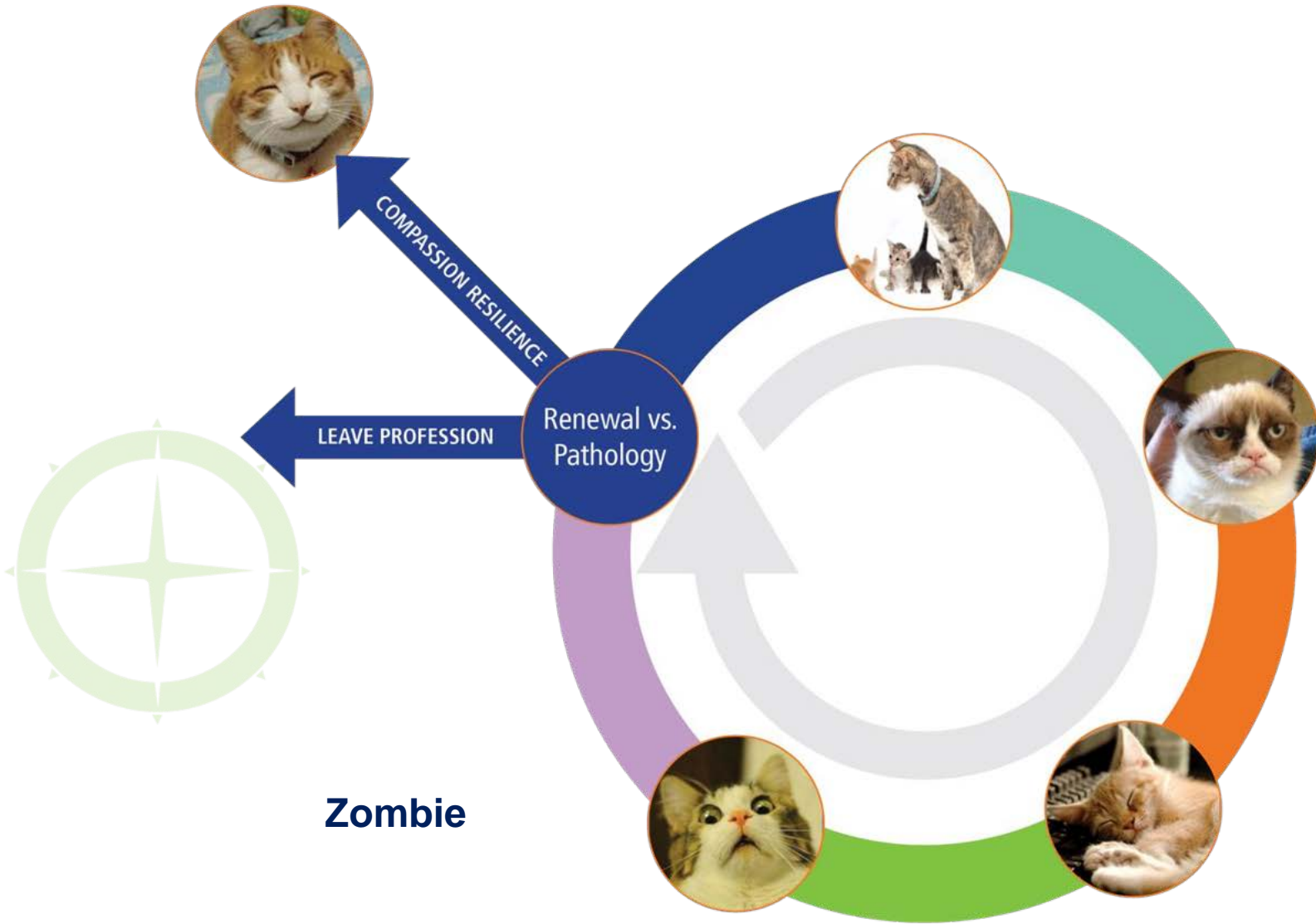
*(Compassion Resilience Toolkit for School Leaders and Staff)*



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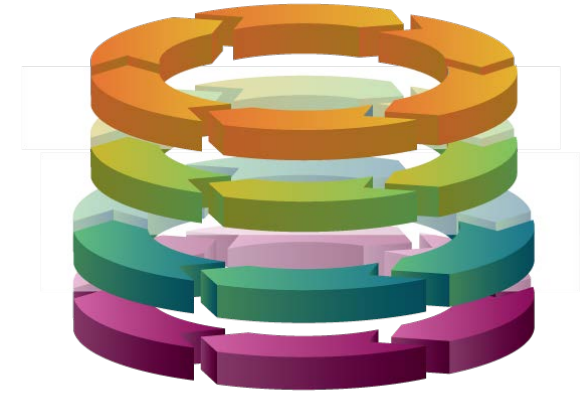


*(Compassion Resilience Toolkit for School Leaders and Staff)*





# Feelings-Actions-Thought Strategy Example



- Step 1: “Just like me, this person is seeking happiness in his/her life.”
- Step 2: “Just like me, this person is trying to avoid suffering in his/her life.”
- Step 3: “Just like me, this person has known sadness, loneliness and despair.”
- Step 4: “Just like me, this person is seeking to fill his/her needs.”
- Step 5: “Just like me, this person is learning about life.”

*(Compassion Resilience Toolkit for School Leaders and Staff)*



# Design a System of Scaffolded Supports

*Organizational Support*



# Universal Approach

- Universal Wellness Approach in a Tiered Model
  - Address needs for *all staff*
  - Ensure you are addressing needs of support staff
    - Ex: mental health professionals in school
    - Ex: cafeteria workers, custodial staff

Resources:

[Staff and Student Wellness Guide](#)

[Compassion Resilience Toolkit: System Drivers of Compassion Fatigue](#)



# Organizational Wellness

- Engagement of Organizational Self -Care
- Professional Development Planning
- Support Administrative Staff
- Support Relationship Building
- Plan for Positive Learning Environments
- Provide Educators with a Voice During Planning



# Organizational Wellness

- School leader -to -educator support systems
- Peer-to -peer support systems
- Considerations for educator workloads
- Transparency in district and school mental health supports
- Intentional space for educators to recharge



# Leader-to-Educator Support Systems

- Debrief sessions with staff
- Unplanned drop -ins to classroom as a positive touchpoint
- Survey educators to gather data on wellness
- Model well -being
- Encourage educators and staff to prioritize self -care
- Communicate that educators are trusted

([Ed COVID-19 Handbook, 2021](#))



# Peer-to-Peer Support System

- Set shared norms on well-being expectations
- Prioritize educator mentor programs
- Use teacher leaders
- Partner with IHE's for additional staff/volunteers
- Partner with retired educators

([Ed COVID-19 Handbook, 2021](#))



# Educator Workload Considerations

- Schedule staff planning time during workday
- Balance meetings to ensure efficiency and time management
- Transparency with communication
- Prioritize interventions to meet student needs



([Ed COVID-19 Handbook, 2021](#))



# Transparency in District and School Mental Health Supports

- Planned communication regarding supports
- Targeted communication for Student Assistance Program supports
- Communication regarding Human Resource and Employee Assistance Program resources
- Partner with community agencies, community health representatives to provide wellness services

([Ed COVID-19 Handbook, 2021](#))





# Intentional Space for Educators to Recharge

- Focus on adult wellness and sustainability as part of professional development plans
- Identify places in building that can be set aside as quiet, “recharge” areas
- Consider usage of virtual calming rooms



([Ed COVID-19 Handbook, 2021](#))

# Organizational Self-Care

- Training and Education
- Support and Supervision
- Employee Control and Input
- Communication
- Work Environment



[Organizational Self-Care Checklist](#)

# Training and Education

- The organization provides education to all employees about stress and its impact on health and well-being.
- The organization provides all employees with education on the signs of burnout compassion fatigue and/or vicarious traumatization.
- The organization provides all employees with stress management trainings.
- The organization provides all employees with training related to their job tasks.
- Staff are given opportunities to attend refresher trainings and trainings on new topics related to their role.
- Staff coverage is in place to support training.
- The organization provides education on the steps necessary to advance in whatever role you are in.

[Organizational Self-Care Checklist](#)



# Support and Supervision

- The organization offers an employee assistance program (EAP).
- Employee job descriptions and responsibilities are clearly defined.
- All staff members have regular supervision.
- Part of supervision is used to address job stress and self-care strategies.
- Part of supervision is used for ongoing assessment of workload and time needed to complete tasks.
- Staff members are encouraged to understand their own stress reactions and take appropriate steps to develop their own self-care plans.
- Staff members are welcome to discuss concerns about the organization or their job with administrators without negative consequences (e.g., being treated differently, feeling like their job is in jeopardy or having it impact their role on the team).
- Staff members are encouraged to take breaks, including lunch and vacation time.
- The organization supports peer-to-peer activities such as support groups and mentoring.

## Organizational Self-Care Checklist



# Employee Control and Input

- The organization provides opportunities for staff to provide input into practices and policies.
- The organization reviews its policies on a regular basis to identify whether they are helpful or harmful to the health and well being of its employees.
- The organization provides opportunities for staff members to identify their professional goals.
- Staff members have formal channels for addressing problems/grievances.



Organizational Self-Care Checklist



# Communication

- Staff members have regularly scheduled team meetings.
- Topics related to self-care and stress management are addressed in team meetings.
- Regular discussions of how people and departments are communicating and relaying information are addressed in team meetings.
- The organization provides opportunities for staff in different roles to share their “day in the life”.
- The organization has a way of evaluating staff satisfaction on a regular basis.

[Organizational Self-Care Checklist](#)





# Work Environment

- The work environment is well -lit.
- The work environment is physically well maintained (e.g., clean, secure, etc.).
- Information about self -care is posted in places that are visible.
- Employee rights are posted in places that are visible.
- The organization provides opportunities for community building among employees.
- The organization has a no -tolerance policy concerning sexual harassment.
- The organization has a no -tolerance policy concerning bullying.
- Workplace issues, including grievance issues and interpersonal difficulties, are managed by those in the appropriate role and remain confidential.

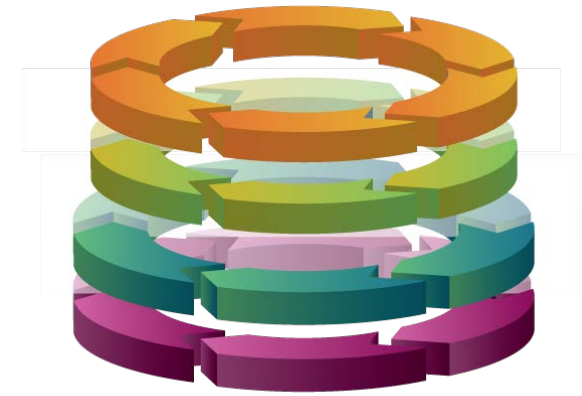
[Organizational Self-Care Checklist](#)





# Design a System of Scaffolded Supports

*Staff Wellness and Resilience  
Strategies*



Compassion Resilience Toolkit

# Wellness and Resilience Strategies: Strength

- Care for Body
  - Increased vitality and energy
  - Basic and consistent practice of caring for physical wellness
- Stress Resilience
  - Ability to ask for help from others
  - Create emotional space and perspective where we can productively respond to our stress



[Compassion Resilience Toolkit](#)

# Wellness and Resilience Strategies: Heart

- Relationships
  - Supportive collegial relationships
  - Mutually satisfying relationships characterized by trust, honesty, integrity, commitment, and kindness
- Emotions
  - Able to feel and express a full range of emotions in a healthy way



[Compassion Resilience Toolkit](#)

# Wellness and Resilience Strategies: Mind

- Work
  - Doing work that is meaningful and that fully uses our gifts and talents
  - Finding work life balance
- Organization
  - Well organized with time, money, environment, priorities
  - Not over-committing or over-scheduling, following through on plans and assignments



[Compassion Resilience Toolkit](#)



# Wellness and Resilience Strategies: Spirit

- Core Values
  - Living and working in alignment with our core values
- Rest and Play
  - Engaging in activities that we find rejuvenate us



[Compassion Resilience Toolkit](#)

# Breakout Sessions: Thoughts to Consider

- Where are you on your wellness journey
- How does your wellness journey affect your organizational wellness?
- What strategies have you found effective for your organizational wellness? How do you know?
- What barriers are you facing as you work to improve organizational wellness and engage in staff wellness?



# Mental Wellness Bucket

## Fills:

- Compliments
- Acknowledgement
- Achievements
- Doing work you love
- Student success
- Staff success



## Leaks:

- People's actions or words
- Situations that go wrong
- COVID-19

## Plugs:

- Strategies for self-care
- Organizational self-care

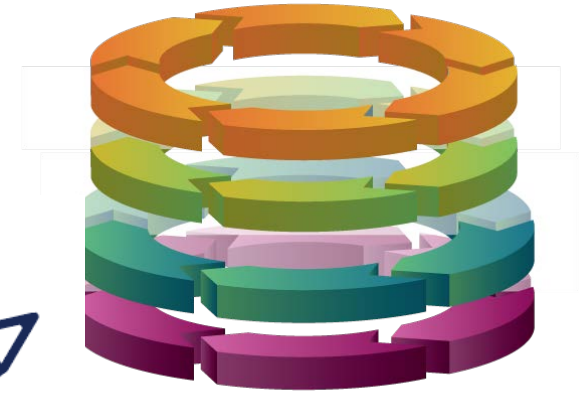


# Development of Supportive Learning Environments: Posted Series



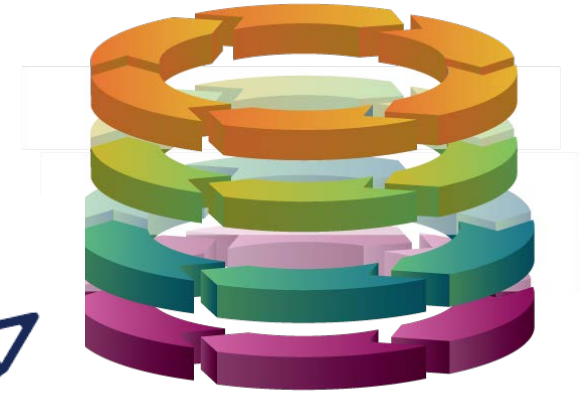
- Using Comprehensive School Mental Health to Support Learning Environments
- Planning for Success
- Moving to Action
- Teaming for Success
- Mobilization of Staff and Student Wellness

# Self-Care During COVID-19



- [PDE: Promoting Positive Learning Climates Online and at Home](#)
- [PDE: Staff and Student Wellness Guide](#)
- [PDE: Accelerated Learning: Development of Positive Learning Environments](#)
- [PDE: Self-Care Resources](#)
- [National Alliance on Mental Illness: COVID -19 Resource and Information Guide](#)
- [American Psychiatric Nurses Association: Managing Stress and Self - Care During COVID -19](#)
- [CA: Help](#)

# Resources for Staff Wellness

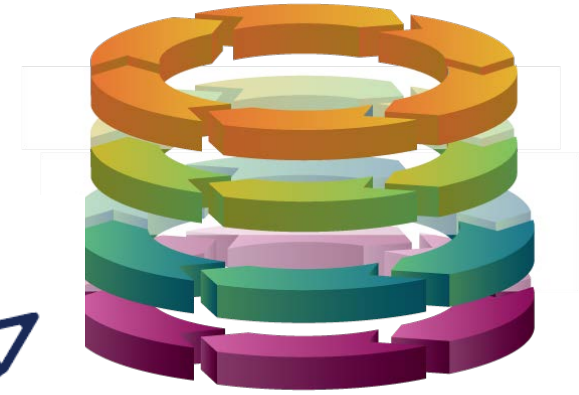


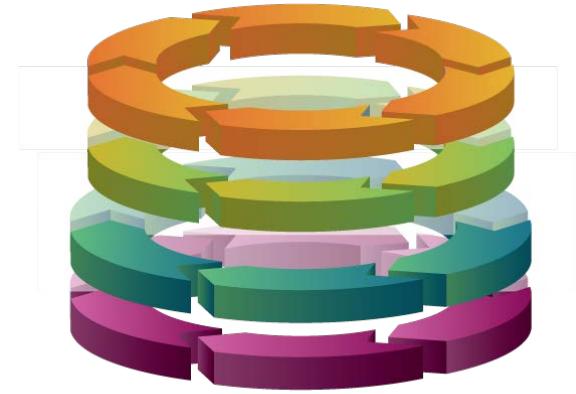
- [Organizational Self -Care Checklist](#)
- [Compassion resilience toolkit for school leaders and staff](#)
- [National Child Traumatic Stress Network: Resources for Secondary Traumatic Stress:](#)
- [DOE: Trauma-Sensitive School Training Package: Secondary Traumatic Stress and Self -Care Packet](#)
- [CDC: School Employee Wellness](#)
- [CA: Help](#)
- [Center on Great Teachers & Leaders: educator self -care assessment and planning tool](#)



# Virtual Calming Room Examples

- [Pittsburgh Public Schools K-12](#)
- [School District of Haverford Township](#)
- [Elementary Virtual Calming Room: Unionville -Chadds Ford School District](#)
- [Elementary Virtual Calming Room: Penn -Delco School District](#)
- [Phoenixville Area High School Virtual Calming Room](#)
- [Mount Pleasant Area School District Virtual Calming Room](#)
- [Sullivan County School District Virtual Calming Room](#)
- [Donegal Junior High School Virtual Calming Room](#)
- [Kutztown Area School District Virtual Calming Room](#)
- [Virtual Stillness Space](#)
- [School Counselor of NEPA: Virtual Calming Room](#)
- [Capital Area Intermediate Unit Virtual Wellness](#)





# References

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5/4/2021

## Systems, Staffing: Staff Wellness and Working Climate

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If you are unable to open the tinyurl link, use: <https://forms.gle/KcwcPwgT5gXguaKSA> (case sensitive)

You may also access the attendance form by scanning this QR code with your smartphone.

Both links and the QR code direct you to the same form.

The exit code for this session is: 3 5 6 1 7

