Promoting Wellbeing at Work

The positive transformation of Knox Grammar School
Knox Grammar School is a K-12 day and boarding school located at Wahroonga on Sydney’s North Shore, with more than 2,300 students. We are a Uniting Church school.
Over the last four years, Knox has undergone a significant cultural transformation.
THE NEED FOR CULTURE CHANGE

‘Goals often start with an “itch”. You either ignore it or you scratch it to go away. Better still to carefully examine it and address it with the best treatment possible”.

What was that itch?

2008/2009

- Students – unsettled
- Staff – fractured
- Parents – complaining
- Unsettled/unhappy
- Unfulfilled potential – less than acceptable academic results
- Poor structures
- Misunderstandings, lack of communication
- Poor relationships between stakeholders
- A world of “silos”
Q. How does a school improve student wellbeing?

A. Improve teacher wellbeing
## Steps to changing workplace culture

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| **1. Engagement** | (How do we do this?)  
  Appreciative Enquiry Interviews |
| **2. Empowerment** | (How do we do this?)  
  Training in Positive Psychology and life coaching |
| **3. Trust** | (How do we do this?)  
  - Staff Welfare  
  - Mentor Teachers  
  - Professional Groups  
  - Mentor Groups and Structures and Time |
Knox’s long-term vision focuses on the optimal functioning of staff, students, parents, and ultimately the school.

Most importantly, this involves the creation of strong positive relationships between teachers and students; teachers and other teachers; students and other students.

_This vision is underpinned by Positive Psychology_
Positive Education is a strand of positive psychology which aims to proactively increase mental fitness and wellbeing of students and staff.

Positive Education can be taught explicitly but also needs to be reinforced implicitly through the consistent use of strengths-based and solution-focused language in verbal and written messages and through the use of positive visual images in the classroom and schoolyard.
Staff share responsibility for the wellbeing of boys. In the Prep School (K-6), classroom teachers deliver the positive education program to the students in their care and in the Senior School teachers become Mentors to a group of boys who come together during regular contact times.
Staff Relationships....the foundation

* A team begins with purpose but thrives on healthy relationships.
* Effective teams create caring relationships among members: engaging, listening effectively, offering help, and building trust.
* Effective teams also manage conflict......
  “learning to fight without leaving scars.”
Mentor as Coach
TRAINING – DAY 1

Key Components: Day 1

• Introduction to Positive Psychology/Positive Ed
• Introduction to Self-Awareness & strengths
• Strength profiling – VIA - and strength spotting!
• Introduction to Realistic Optimism
• Strategies for increasing optimism
• Introduction to Feedback – receiving & giving
• Active & Constructive Feedback
Mentor as Coach
Day 2

Key Components - Day 2

• Introduction to Positive Relationships
• The Working Alliance
• Effective communication
• Introduction to evidence-based coaching
• Coaching Mindset/Coaching Conversation
• Introduction to the Solution Focused Approach
• SMART Goal setting
• GROW: A Model of Coaching
• Coaching Practice
• Fieldwork to be completed prior to Day 3!
Mentor as Coach
Day 3

Key Components – Day 3

• Review of Days 1 & 2
• Test of Knowledge (Part 2)
• The Working Alliance
• Discover WWW for you
• PP Construct Exercise
• Strengths- spotting Exercise
• Review of VIA – Personal Reflections / Strengths Use Questions
• Review of Learned Optimism & PPP
• Case Studies to apply strengths & Optimism
• Review of EB Coaching & Practice
Currently over 250 staff have completed the three-day Coaching Workshop. In summary, the workshop has provided staff with an opportunity to:

- learn professional skills that will be of benefit to daily work, life and career;
- Get to know and work with staff from all parts of the School
- Participate in a very important educational initiative
All executive and teaching staff, including administration, IT, maintenance and sports staff have/are completing the training……..

“because we wanted everyone to be conversant with positive psychology and the language to be totally transforming of the old culture”
As members of an institution, such as a school, it is important to connect around values and traditions and the purpose it espouses. To do this, staff must “walk the walk”.

PEAK is underpinned by the school’s values......

FAITH INTEGRITY COMPASSION WISDOM
Impact so far.....

- Change of language for both students and staff.
- Staff room full of nurturing conversations and positive responses.
- Anecdotally, the language is more empathetic and affirming
  - in the school, more acts of kindness and generosity.....
- And greater support for our best asset - staff
RELAX YOUR BODY & MIND

Relieve some STRESS

Ease the tension in your BODY

Take Some Time OUT

& learn to meditate - a 4 week beginners course

It's easy

Health & Wellbeing Program Term 2

When: Fridays... 17/5, 24/5, 31/5 & 7/6
Where: Dance Studio – MacNeil House
What Time: 7:10am – 8:10pm

For more info & bookings, email Kerrie Hwarth
hwarthkh@knox.nsw.edu.au
# CULTURE CHANGE

## Progress

<table>
<thead>
<tr>
<th>MMG</th>
<th>Year 7</th>
<th>2011 - 2012</th>
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<tbody>
<tr>
<td>MMG</td>
<td>Year 12</td>
<td>2011 - 2012</td>
</tr>
<tr>
<td>VOICE</td>
<td>Staff</td>
<td>2011 - 2012</td>
</tr>
</tbody>
</table>
# MMG SURVEY
## Year 12 Students
### 2011 vs 2012

<table>
<thead>
<tr>
<th>Key Area</th>
<th>2011</th>
<th>2012</th>
<th>Comparison Group</th>
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<tbody>
<tr>
<td>1. Overall satisfaction</td>
<td>84%</td>
<td>87%</td>
<td>84%</td>
</tr>
<tr>
<td>2. Academic Program</td>
<td>83%</td>
<td>88%</td>
<td>78%</td>
</tr>
<tr>
<td>3. Pastoral Care</td>
<td>74%</td>
<td>80%</td>
<td>73%</td>
</tr>
<tr>
<td>4. Co-curricula</td>
<td>77%</td>
<td>80%</td>
<td>77%</td>
</tr>
<tr>
<td>5. Sport</td>
<td>87%</td>
<td>87%</td>
<td>79%</td>
</tr>
<tr>
<td>6. Boarding</td>
<td>77%</td>
<td>95%</td>
<td>75%</td>
</tr>
<tr>
<td>7. Management/Leadership</td>
<td>79%</td>
<td>82%</td>
<td>72%</td>
</tr>
<tr>
<td>8. Communications</td>
<td>77%</td>
<td>83%</td>
<td>72%</td>
</tr>
<tr>
<td>9. Affinity (Loyalty)</td>
<td>80%</td>
<td>87%</td>
<td>78%</td>
</tr>
<tr>
<td>10. Knox Aims</td>
<td>82%</td>
<td>86%</td>
<td>76%</td>
</tr>
</tbody>
</table>

**Legend**
- Very Low: < 50%
- Low: 50% - 60%
- Moderate: 60% - 70%
- High: 70% - 80%
- Very High: 80%+

**Comparison Group**
- 52 schools
- 4,944 students

*Voice Project Breakfast*
Aspirational Goals

1. Contributor to the national and educational debate on school education.

2. Provider of innovative, highest quality educational opportunities for boys.

3. Most desirable “Employer of Choice’ in the market place as a result of the work conditions, professional development and career opportunities afforded by the school.

4. A school which supports the wellbeing of its students, staff and families with best practice structures and programs based on the science of positive psychology.

5. A contributor to the fulfillment of the aims and objectives of the Uniting Church.

6. A school with a truly Global Perspective engaging its students, staff and parents with other world cultures.

7. An innovative and progressive school for boys.

8. Providing facilities and resources of world class standard.

Voice Project Breakfast

20/05/2013
CONCLUSION

Student and Staff engagement, well-being, passion and affinity have all increased through the approaches implemented in 2010/11.

We are *itching* to move on