

Briefing Summary

Collaboration. Innovation. Transformation

**ON AIR**

Listen to the opening remarks, of **Patricia Gough**, Founder and Director of the **Wellness for All Learning System** as Pat helps to set the scene for...
[The Changing Landscape of Learning](#)

About Us

Mission

Wellness for All Learning Systems promote a learning environment as a culture of wellness by introducing new daily habits, strategies, and tools into a balanced day. Positive psychology is used as the science of well-being, while building collaborative communities.

Vision

Wellness for All Learning Systems enable well-being in school communities by accelerating personal and professional growth through digital training workshops. Repeated daily practices impact on healthier outcomes, resulting in an authentic sense of wellness for all.



Our History

Patricia Gough, Founder and Director, of this digital workshop series is an experienced educator who spent 18 years in the classroom and 12 years in administration. Her passion for life is integrating the arts into the soul of education, along with providing evidence-based well-grounded practices in well-being. Her strong background and interest in the arts and building strong, collaborative school communities was calling Pat to follow her dream: writing meaningful, evidence based, well-researched programs to help build healthy communities.

As Teacher, Coordinator, Vice-Principal and Principal of elementary schools, Pat knew that she wanted to design easy-to-follow programs for entire staffs of schools to become empowered to use improved wellness strategies school-wide, with all members of staff supporting and embracing new, improved ways of well-being.

In, order to design these programs, Pat knew that she needed time to practice, adjust and develop before the design stage. She knew that she needed to create opportunities where she could 'play, experiment and explore in the field' and try out her ideas. Pat made a radical life decision by leaving her Principal position, after years in traditional, school settings to experiment in the field.

★ **Ministry Funding:** Pat received \$1.2 million dollars in funding from the Ministry of Education, to create a digital elementary integrated arts curriculum in Music, Dance and Drama. She became a consultant for the Ministry of Agriculture, writing farm to table curriculum and offering workshops in hundreds of schools, across Canada.

- ★ **Other Innovative Learning Experiences:** As a special assistant to a Cabinet Minister, Pat got an up close and personal look, at the machinations behind the scenes in politics. In operating her own Arts Studios and Art Gallery, she learned the resilience and self-regulation required to be a small business owner.
- ★ **Experts:** Pat's work with research experts led her full circle, returning to education, with a new perspective. She felt blessed to travel with educators, parents, neuro-scientists, and health care professionals, including positive psychologists, as she joined several research groups, to work on evidence-based pilots, with new learning strategies, dispelling global myths.
- ★ **Secondary Pilot:** As a culmination of these life experiences, she was funded by Dr. Gina Browne, in *Health & Social Services Utilization Research Unit*, from McMaster University and her Research Team at Innovation Park in Hamilton. She then piloted a 4-year program with disenfranchised secondary students. This was so successful, that high school co-op teachers did everything to help the funding continue, but sadly, as with most funded programs, the pot eventually runs dry.
- ★ **A Collaborative Effort:** That was the experience that made Pat realize how much the secondary kids benefitted from their program. Every student, in attendance over 2-4 years helped design different components of that self-directed program. This started her on the path to designing several digital programs, promoting *Wellness for All Learning Systems* for elementary schools, secondary schools, including parents, who were interested.

Program Overview

Wellness for All Learning Systems digital, training workshops, are provided to elementary or secondary staffs, two weeks, at a time, when they choose to become a member of our Wellness Team. Two workshops can be completed in a one-month time frame. Every school staff member, (Teachers, Educational Assistants, Parents, Mental Health Leads, Outside Agencies, Department Heads, Administrators, Special Education and additional Support Staff) all belong to the same team, read the same research, do the same activities, share the same goals. These workshops have the potential to improve universal wellness strategies for an entire school community. When everyone begins to speak the same language and practice the same best daily habits, an entire school community (and even family-life) can be transformed, with amazing positive results.

About the Workshops

Each school must decide when and how the **Wellness for All Learning Systems** digital workshop series will be implemented. Collectively and collaboratively, they, have the first month to: become familiar with materials; organize their schedules; complete three different evidence-based assessments with their students; to meet with a member of the Wellness for All Learning Team and their staff, if desired. The, next 5 months include 20 workshops (published online every 2 weeks) over the course of the year. Some schools choose to avoid parts of September, December, or March for wellness. 20 weeks of empowering, fun activities with all current research provided for the participants, reduces the stress of finding authentic activities that work and then find ways to apply them. The *Staff Preparation Guide* is ready to go when you enroll in the WFA Workshops Series so staff can see the big picture.

With the **Wellness for All Workshops**, everything you need is ready for you to use. Each school chooses to implement it the best way for them to meet the needs of their

school community. This allows for schools to create the schedules they want. **Wellness for All** provides the content, your school community provides the implementation! We have done all the research to guide you through the 'what and why' questions, plus, organized the best activities so you can decide on the when and how. Teacher efficacy rocks!

The **Wellness for All Learning System** is a collaborative process. Of course, our intent is to have you share your successes and feel comfortable to ask questions about issues that are troubling. If that occurs, mentoring, coaching, ongoing training can be provided by the **Wellness for All Team**. We want to monitor and provide support. We want every participant to be successful and we want to share that experience together!

Our program works at building new healthier daily skills, setting up school-wide improved practices to deal with issues and to promote collaboration during specific planning times, staff meetings or PA Days. Some schools may take 8 or 9 months to complete this workshop series, others complete it in 5- 6 months. Different strokes for different folks! Do it your way! Just do it collaboratively!

Evidence-Based Practices

Before this workshop series can start, easy assessment questionnaires/surveys must be administered to collect authentic assessment. **Wellness for All Learning System** assesses three areas. Every student participates. Each survey is provided by **Wellness for All** and takes 10-15 minutes. Each school is expected to return the questionnaires to a data base that collates results. Teachers will receive these assessments ahead of time, so they can administer them before the workshops start. The three areas surveyed are:

1	Health & Physical Activity Questionnaire
2	Self-Regulation Questionnaire
3	The Happiness Questionnaire

Among the benefits of implementing EBPs for educators and students, are an increased likelihood of positive child or student outcomes. Evidence is part of our everyday life and it helps us assess the impact and effectiveness of our work. When it comes to interventions for young people and children, evidence helps us to establish what types of programs are more effective and can make a positive impact on their lives. Results will be shared with the Principals in each school.

Our Mission Statement

The **Wellness for All Learning System Model** is based on the philosophy of education that believes that every school can be successful and healthy when the conditions for success are clearly and willingly outlined, practiced, mentored and implemented collaboratively on a daily basis. A **Wellness for All** school staff will:

- * use management practices that are efficient and productive to create quality learning environments.
- * cultivate happy, healthy school communities where children can grow physically, mentally, emotionally, and socially to meet their full potential.
- * teach children how to learn and be responsible for their own learning so that they become life-long learners while apply their findings in the real world.
- * teach and regularly practice values, SEL standards, ways to well-being and competencies, through engaging activities
- * to help students realize that education is LIFE itself, and that healthy habits are within their power to cultivate, making a big difference to their mental health.

- * transform learners to develop a sense of self, in the world, so they better understand the role in the world by choosing a service that brings fulfillment.

Aligning with CASEL



The Collaborative for Academic, Social and Emotional Learning

(CASEL) defined SEL more than two decades ago. Visit their site often <https://casel.org/> **Wellness for All Workshop Series** was excited to read a briefing that CASEL published that answered this question:

“What do teachers and other adults actually need to do in the classroom and school to help students achieve the goals laid out in social and emotional learning (SEL) standards?”

1. One approach uses free-standing lessons that provide step-by-step instructions to teach students’ social and emotional competencies.
2. The second approach uses general teaching practices to create classroom and schoolwide conditions that facilitate and support social and emotional development in students.
3. A third approach integrates skill instruction or practices that support SEL within the context of an academic curriculum.
4. The fourth approach provides school leaders with guidance on how to facilitate SEL as a schoolwide initiative. The identification of these four approaches and types of strategies that support each one should help school leaders and teachers develop a comprehensive plan for developing students’ social and emotional competencies


Read more about how this is exactly what the **Wellness for All Workshop Series** provides all schools who participate: [**CASEL Brief: What Does SEL Look Like in Practice**](#)

Overcoming Challenges

- * Teachers stuck to approaches and strategies that are causing them to stress, complain or go into overwhelm.
- * The large demands and initiatives that are imposed on classroom teachers AND Principals by politicians, Ministry, the media, and demographics.
- * Principals who are constantly bombarded with outside of school meetings, updates and repeatedly diffusing issues that are time consuming.
- * Students with learning and mental health problems who are not being served. Lack of training or in-services or authentic personal and professional development due to cost and time restrictions.
- * Lack of collaboration due to busyness or lack of time or scheduling. Educational Assistants, Special Education Teachers and other Support Staff who should all receive the same training so they can truly support the classroom teacher and dig deeper in ways to serve the students.
- * Staff members who have no desire to collaborate or change.
- * Correct the disconnect between the **Wellness for All Workshop Series** with the schools and the School Boards' Mental Health Teams.
- * Accountability and monitoring are illusive, non-existent. or not used as a learning mechanism for transparency and improvement.
- * Parents who complain that they are not being informed, can now choose to join this Wellness Campaign, to reinforce the same practices at home.

Values & Competencies

Our Values and Interest in Competencies

The principles that guide our strategies and actions are adapted from the *People for Education New Basics Campaign* at  <http://www.peopleforeducation.ca>

This organization's competencies were carefully chosen, because they believe that 'supporting student's mental health is a collective responsibility'. See their article at their site.

WFA suggests that schools invite Social Workers, Psychologists, Public Health Nurses, Child & Youth Workers, and even Secondary, College or University Co-op Students, who can use this wellness program as a training tool. It is professional development for leaders and personal development for students! This collective of wellness-minded people could collectively help monitor and implement activities, provide counselling, mentoring and support to students who through the test scores, classroom teachers, support staff who have identified issues that need work. This now becomes a total school community wrap around team. Everyone has the same focus and activities to follow.

The Wellness for All New Basics

- ✧ **Learning to Learn:** The framework of our digital workshops is designed to promote ongoing understanding about how learning works, which fosters curiosity, persistence, and adaptability.
- ✧ **Communicating Effectively:** Learning to communicate effectively fosters participants to critically analyze ideas, consider multiple perspectives, and understand how to convey ideas and messages. Open communication with students, teachers, parents, and administration is highlighted.
- ✧ **Thinking Creatively and Critically:** Our digital training workshops have the capacity to demonstrate how to use ideas and strategies from a wide range of

subjects and contexts to think of new ways to solve problems, and critically evaluate ideas and processes.

- ✱ **Collaborating:** Effective collaborators must solve conflict, take feedback, and develop constructive relationships.
- ✱ **Developing a Sense of Self and Society:** A strong sense of self, supports participants in understanding and managing their emotions, developing positive relationships with others, and engaging with their community. It develops capacity to recognize and value different perspectives and their sense of agency to influence change in society.

The Wellness for All Supports 8 Ways to Well Being or TLCs

All staff and parents will become familiar with the work of Dr. Roger Walsh, Lifestyle and Mental Health psychologist. These changes are integrated through **WFA Learning System Workshops** but staffs decide how and where topics like **Religious and Spiritual Involvement** lends itself best in Religion and/or Character Ed classes, World Religion courses etc.

Getting an entire class involved with **Time in Nature** best develops through Science, Health and Physical Education curriculum, Pathways to Well Being Programs and Outdoor Educational experiences etc.

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| ✱ Exercise | ✱ Recreation & Enjoyable Activities |
| ✱ Diet & Nutrition | |
| ✱ Time in Nature | ✱ Relaxation & Stress |
| ✱ Contribution in Service | ✱ Religious & Spiritual Involvement |
| ✱ Relationships | |

Wellness for All Weaves Well-Being

To make sure staff, parents and students weave well-being together, WFA integrated the *Weaving Well-Being Mind Map*, which is attached on the last page of this document so you can see that: **Character Strengths, Positive Emotions, Resilience, Positive Relationships, Empowering Beliefs**, are strengths that we weave throughout all our workshops. You will also find that we offer many additional activities, links and references for staff and parents to use at school and home, to extend the learning!

Workshop Overview

These universal topics are life sustaining principles that lead to healthy habits, wellness, and a happy, passionate life, filled with contribution and self-fulfillment. Each topic provides awareness and current research statistics, instructions, and activities for staff to implement. An activity, new practice or action is then implemented with their students.

Read + Reflect + Respond + Repeat = Renewed

leading to really rewarding results!! What a formula! Follow, it and you can expect results!

Additional Services

The Role of Administration: One introductory meeting is included in costs, (in person or via phone) can be arranged with the Director of WFA, to outline for Principals. Principals are expected to stay abreast with all workshop content by reading through the content, so s/he can be involved in decision-making in creating new school wide practices. Principals or designates may also want to hold 'Eat and Meet' lunchtime (or whenever) on-going, brief check-ins. Specific guidelines and ways to collaborate cross-

grades to get the entire school community, including parents involved, is important. Guidance and coaching can be arranged.

LIVE STAFF Q & A's by the Wellness for All Team: These sessions can be quick, 20-minute coaching sessions or Q & A's at a staff meeting during a Lunch 'n Learn. Staff can ask questions about monthly workshop activities or problems they encountered in implementing certain activities. Confusion, concerns, AND successes will be addressed immediately, and solved together. The focus is on prevention and being proactive. Even the adults need to use their SEL competencies to make this opportunity take flight!

SINGLE or ONGOING PD: In-school PA Days or PD sessions-after school can be arranged, if requested. These customized workshops can all be arranged according to the needs of the staff. Patricia Gough, Founder and Director and members of the Wellness Team, would be happy to oblige. Additional costs will apply.

PARENTS: What better way to get parents, who are interested, to receive the same workshops at home, so they can stay abreast with what the school's **Well-Being Campaign** is about. There will be a reasonable charge for parents who are interested, since they, too will benefit. Imagine the success rate IF parents implement the same practices in their home. Amazing!

Another way to get the parents on board is to have the **Wellness for All Team** provide an orientation meeting at a Parent Council session (again it may be via Zoom if the distance prohibits attendance in person). Since there is a cost to schools for the **Wellness for All Workshop Series**, our presentation can make parents aware of the value-packed return their fundraising dollars would provide, if they were considering

partial funding: especially since it is everyone in the school community, including them, who benefits! And at such a reasonable cost!

Final Comment: Now that you are familiar with the general idea of this innovative, in-



school, no-need-to send staff out to PD experience, don't hesitate to book a meeting or ask for further information, as we are looking for schools to pilot. This is your opportunity to receive an unbelievable break in pricing. Hesitate and you may lose out.

Wrong Climate? Yes, our Wellness Team is very aware that the climate in education is not at its highest positive level for welcoming new

practices. If not NOW, when? Morale is low, the pandemic continues to take its toll, and educators are stressed. However, this is something that will lessen everyone's load and boost energy. Your school community deserves the exhilarating sense of well-being we know that the **Wellness for All Workshop Series** provides.

Feel spirits lift and watch administrators, teachers, support staff, community health professionals and parents, unite together, to collectively adapt a new, healthier paradigm. One where everyone reaches their full potential and cheers each other on as your entire school community celebrates its success at knowing what it is like to experience **"Wellness for All!"**

WHAT WILL THIS COST? We are happy to, together, come up with the BEST cost-effective way for your School or School Board, to begin this wellness journey. You will be shocked to discover how inexpensive this digital series costs. Find out for yourself by emailing info@wellnessforall.ca or by visiting [our website](#).

Wellness for All Learning System Topics



Credit to <http://weavingwellbeing.com/> for the use of their *Weaving Wellness Mind Map*