

School-wide well-being through Compassionate Systems Leadership

A FISA-sponsored
webinar series

Webinar 1



Shape of the day
(learning intentions)

The 3-legged stool model of
Compassionate Systems
Leadership.

Check-ins: a tool to build
insight, awareness, and
connection.

Icebergs: a tool to illuminate
patterns and build a shared
sense of purpose.

Who am I?



- Mother of two
- Experienced teacher/education leader
- Registered clinical counsellor
- (Occasional) sessional instructor in Education
- Master's in Counselling with a focus on infant/caregiver MH
- PhD in Health Sciences with a focus on teachers' resilience in managing multiple caring demands/responsibilities
- Compassionate Systems Leadership Master Practitioner
- Advocate for meaningful supports for mental health in schools...

SUPPORTING THE EMOTIONAL/CARING LABOUR OF WORK IN SCHOOLS



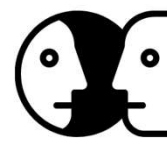
Teachers, counsellors, and other helping professionals (i.e. professional carers) regularly experience emotion in the course of their very relational work.



Emotion can be exhausting and is a contributory factor to burnout, yet we rarely talk about these experiences in our professional settings.



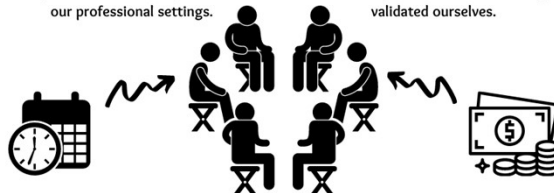
Talking about emotional experiences is one way that we can validate each others' experiences while also being validated ourselves.



As we encounter each other, we also encounter ourselves in new and deeper ways (if we are open to the possibility).



The experience of being seen for our whole (i.e. rather than our "professional") selves and validated as such helps us to shift our ways of interacting with others - including students.



Caveat: asking people to add one more thing to their plates without support for that "one more thing" perpetuates issues in our existing systems of support for staff well-being as it reinforces a message that it is the sole responsibility of individuals to be able to continue in one's work long-term, even given widely acknowledged challenges in our systems. Material resources (e.g. dedicated paid time) are vital signals that this work and the people doing it are valuable: they are important & worth investment.



Deliberate care + compassion for school staff--> modelling of care + compassion for students--> increased care + compassion in communities--> paradigm shift!

Compassionate Systems Leadership

A framework for working together in pursuit of effective mental health & wellness supports for teachers and other education professionals.

The 3 domains of learning in CSL:

Intrapersonal development

- personal mastery (e.g. self-regulation)

Interpersonal development

- building capacity through shared reflection

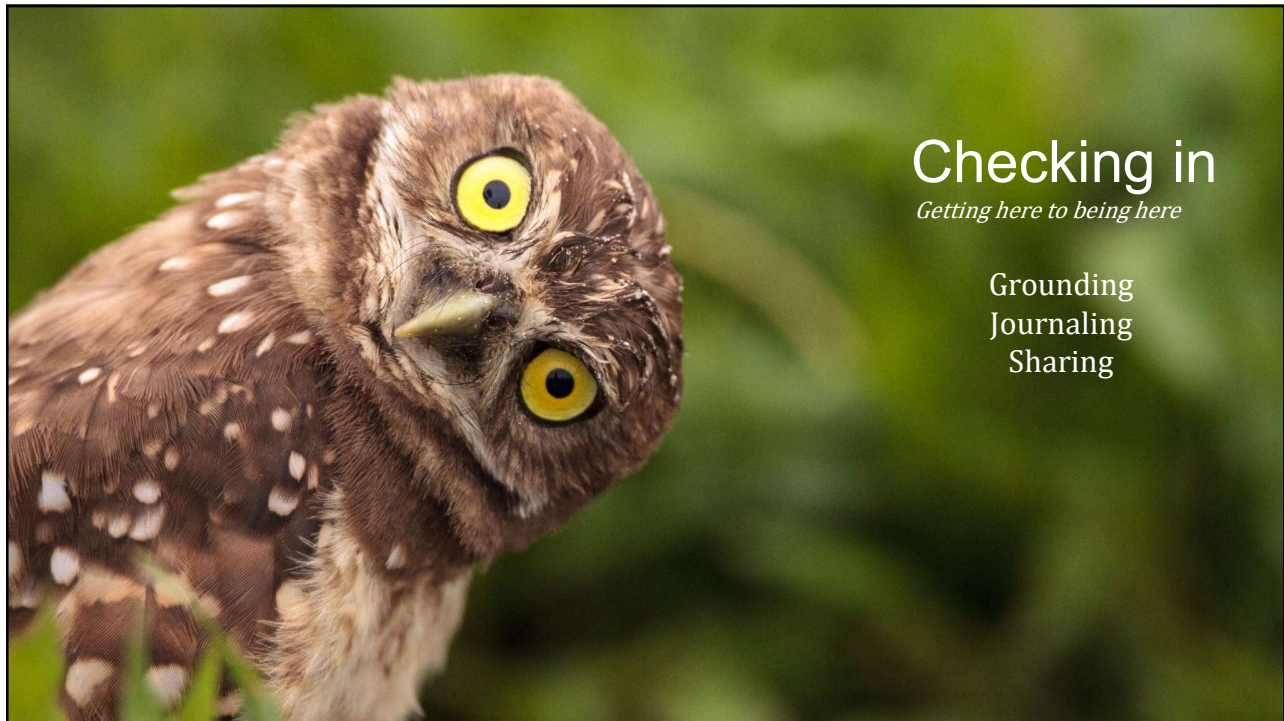
Systems thinking & systems awareness

- tools & approaches for change



Schroeder, J. & Rowcliffe, P. (2019). Growing compassionate systems leadership: A toolkit, *UBC Human Early Learning Partnership*





5-MINUTE MEDITATION

Aim to relax...

- Sit in a comfortable position.
- Keep an unfocused gaze or close your eyes.
- Try to suspend judgement to “go with the flow.”

(This guided practice may be found at: <https://youtu.be/inpok4MKVLM>)

Journaling

What is moving or bubbling up in you? What is top of mind as we start this day together?

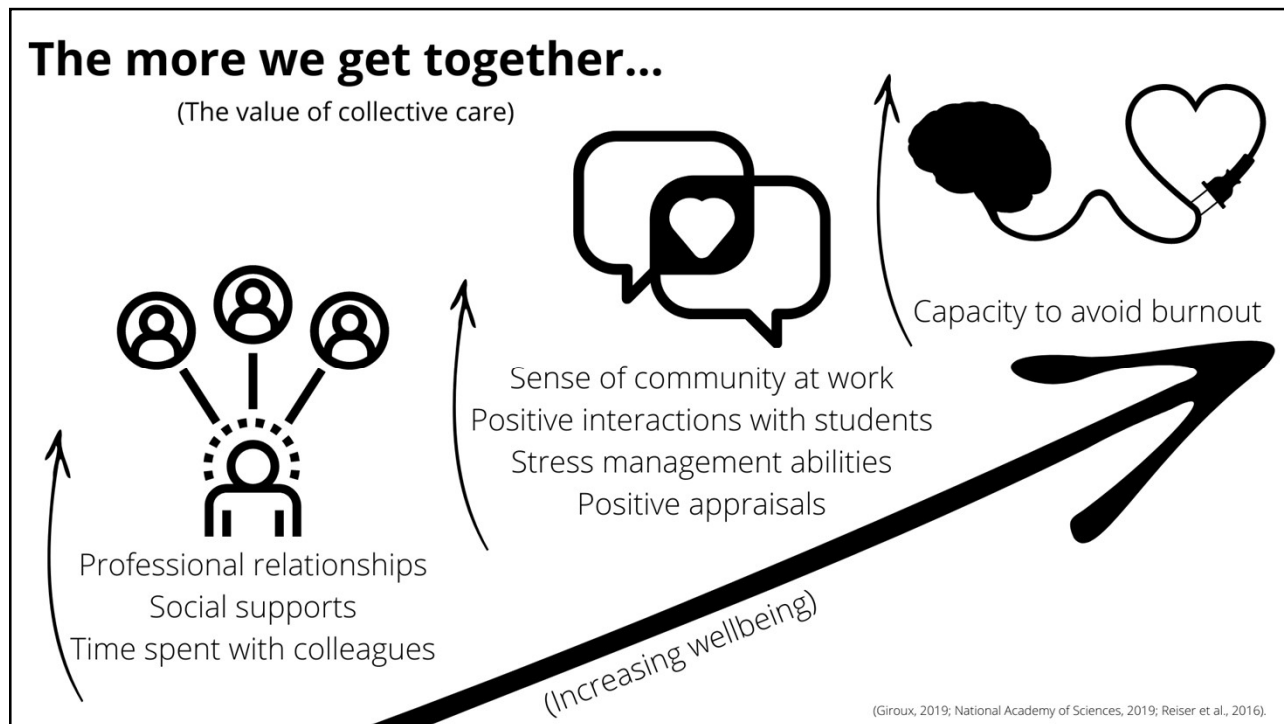
What is one aspiration that you have for yourself for the upcoming break or the rest of the school year that lies ahead?



Key Message

Why bother with check ins? Educators appreciate the time and space to share their experiences with each other to give and find support for the daily experiences and challenges of work teaching. Providing opportunities and support for this work is aligned with best practices in resilience and the compassionate systems leadership framework for school-centered wellness.

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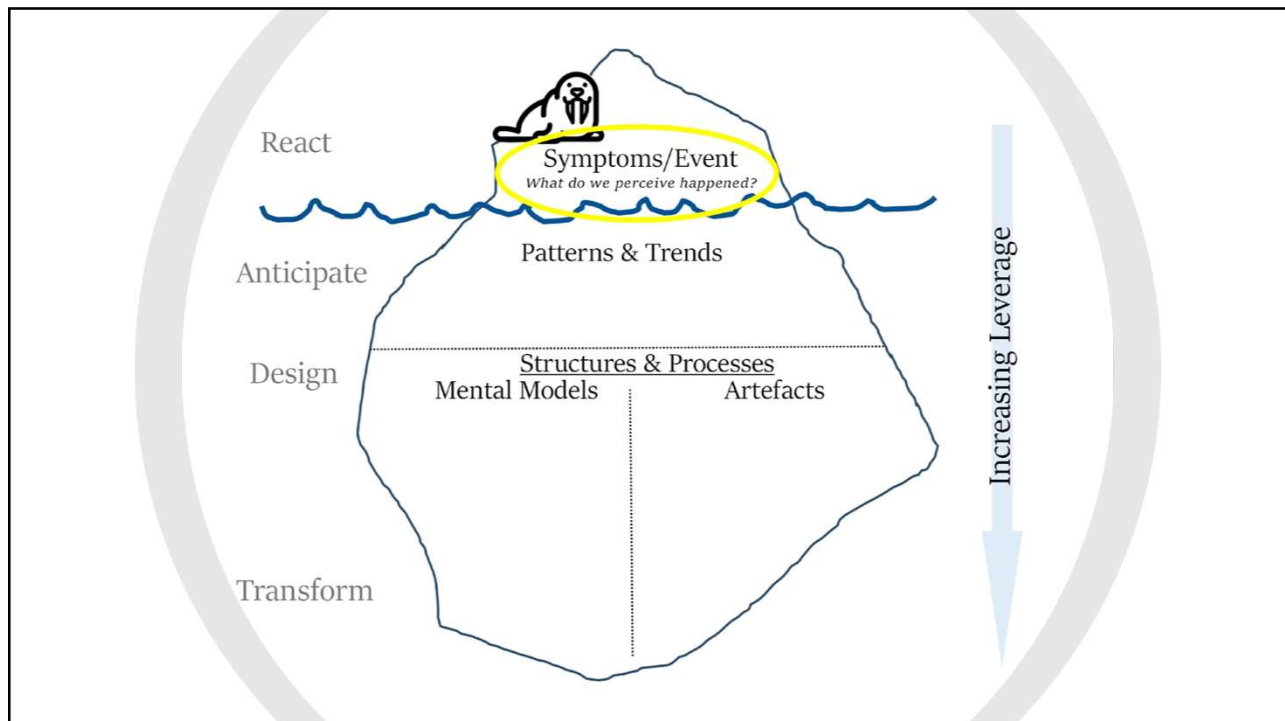
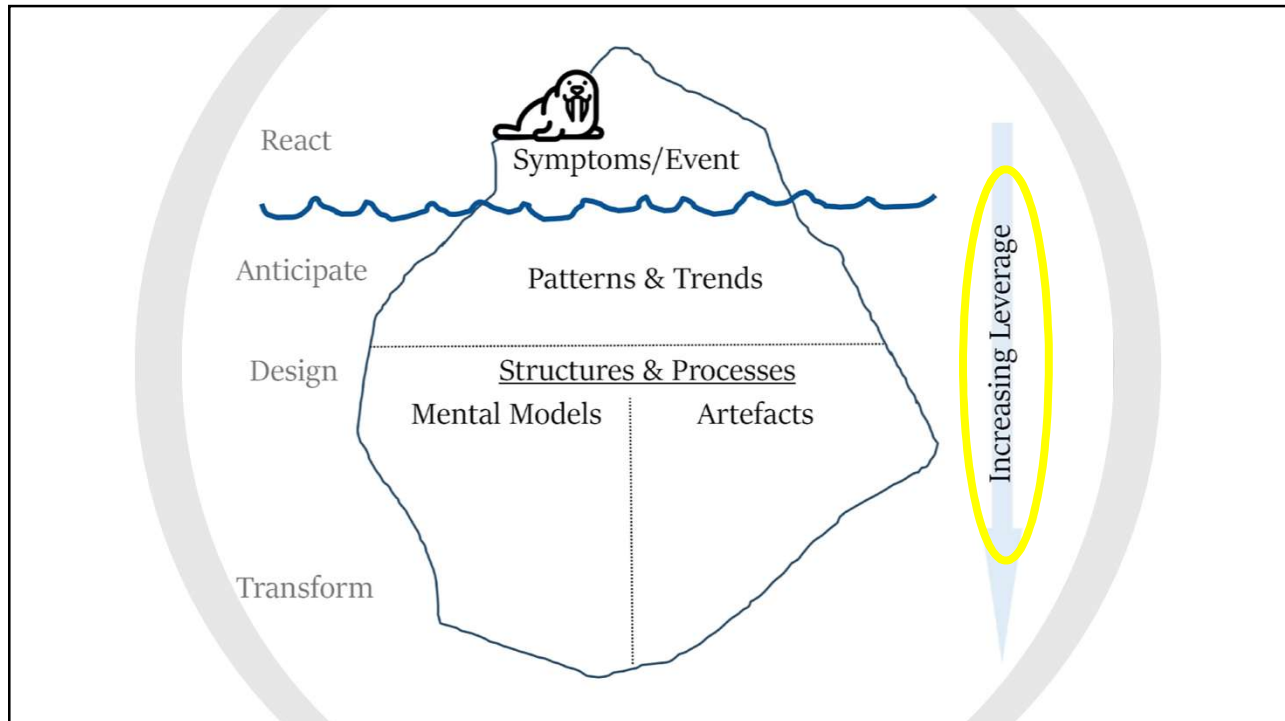


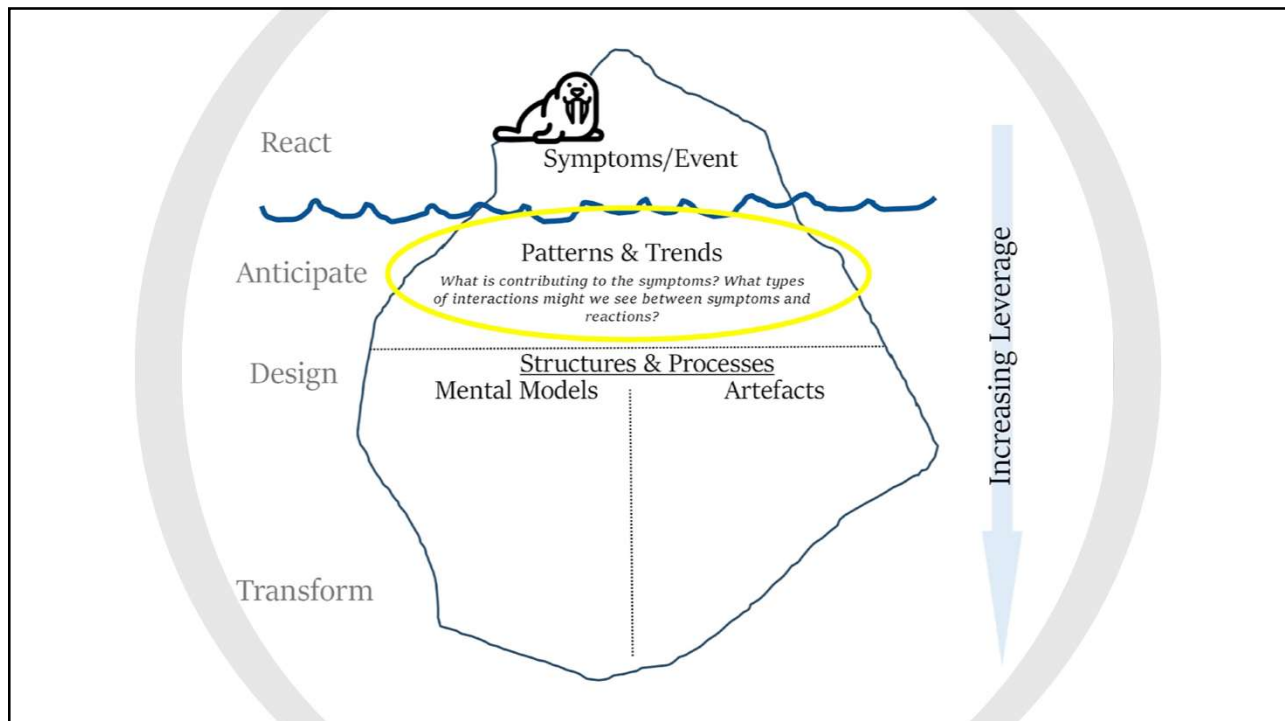
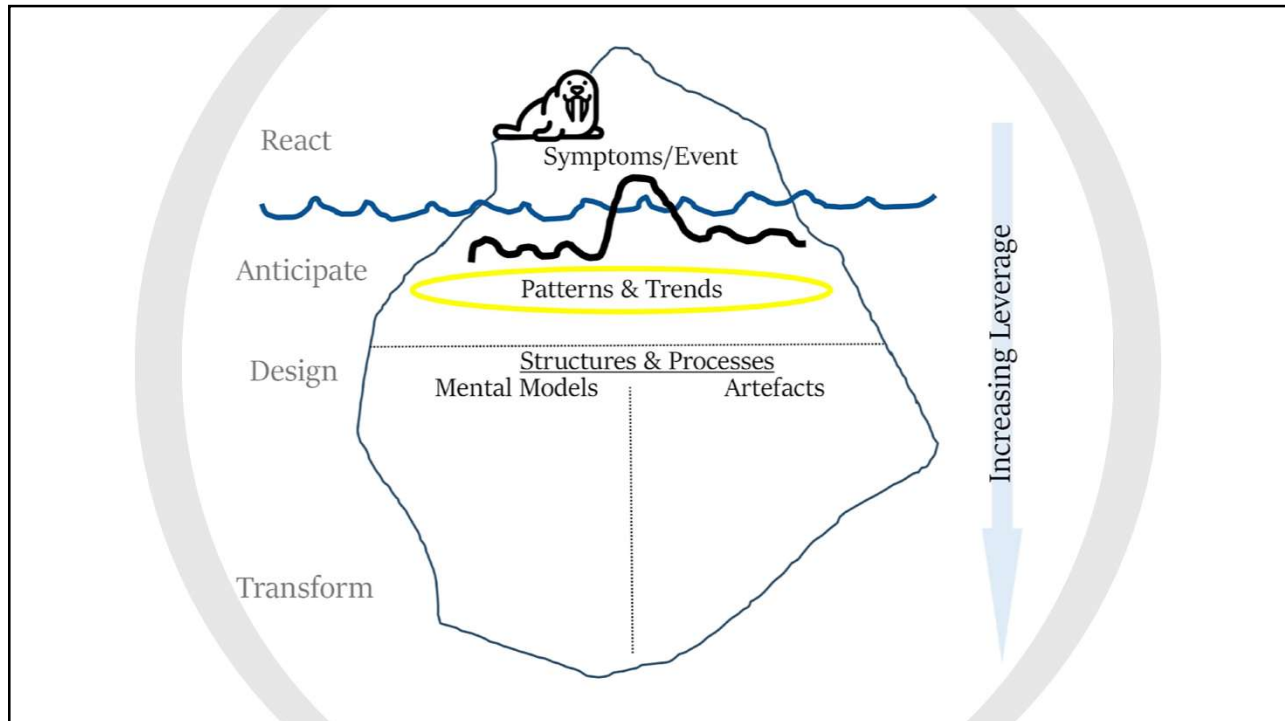
Collective care > self-care

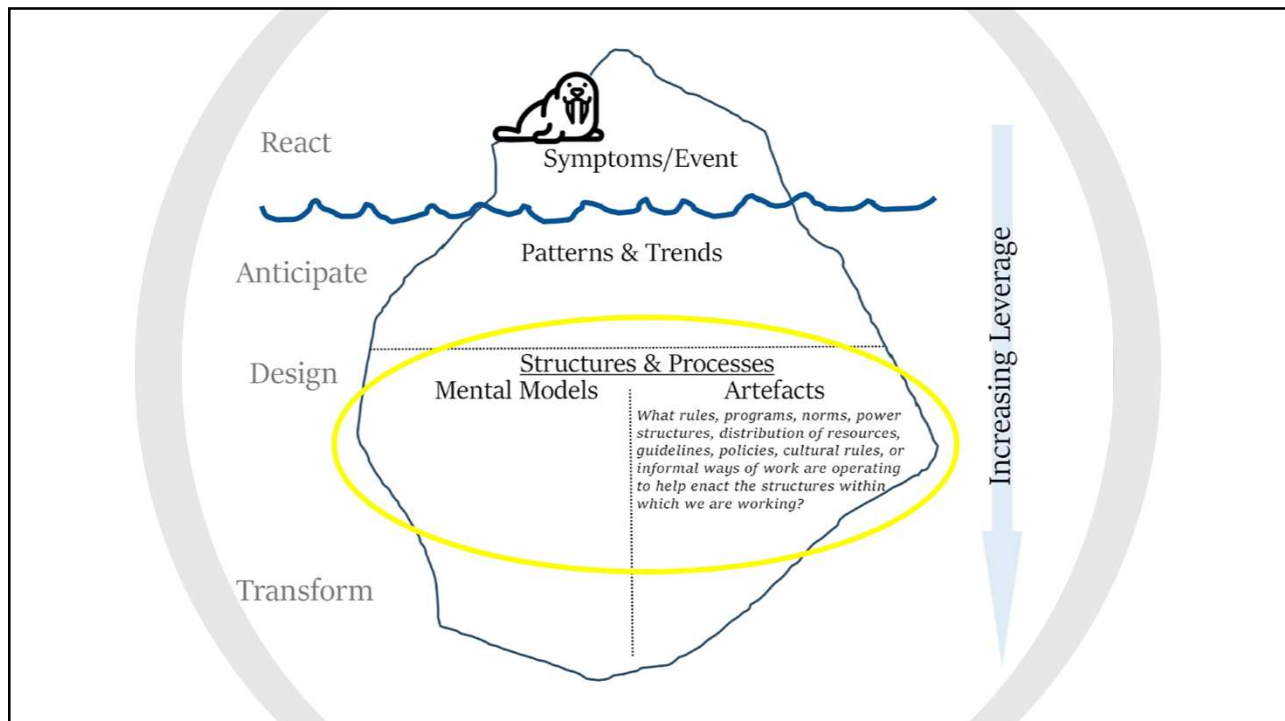
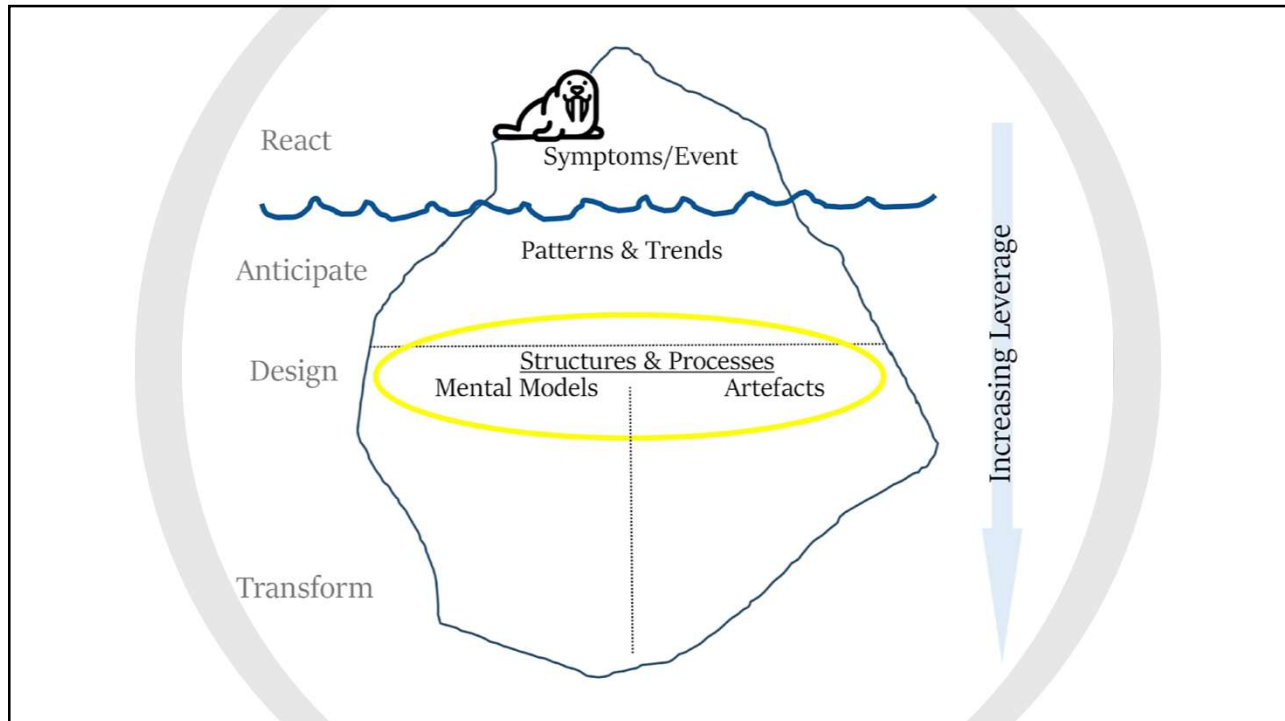


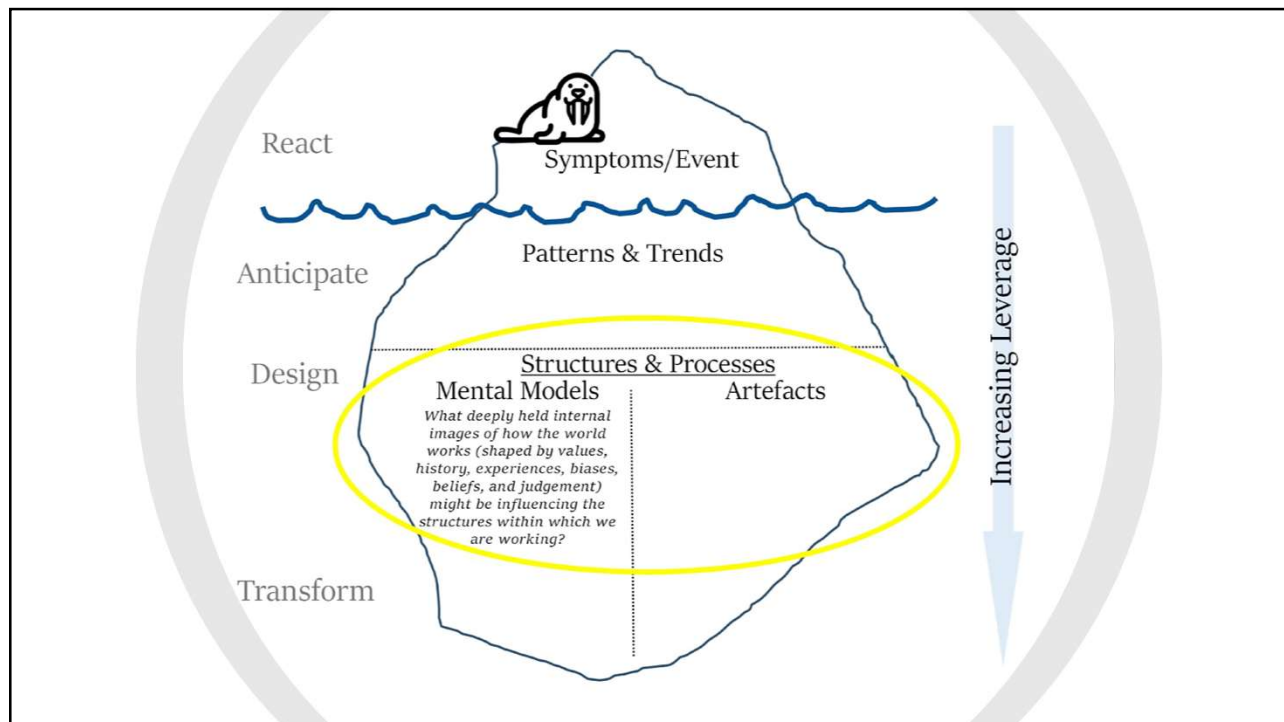
Icebergs

A systems thinking tool for looking “underneath”

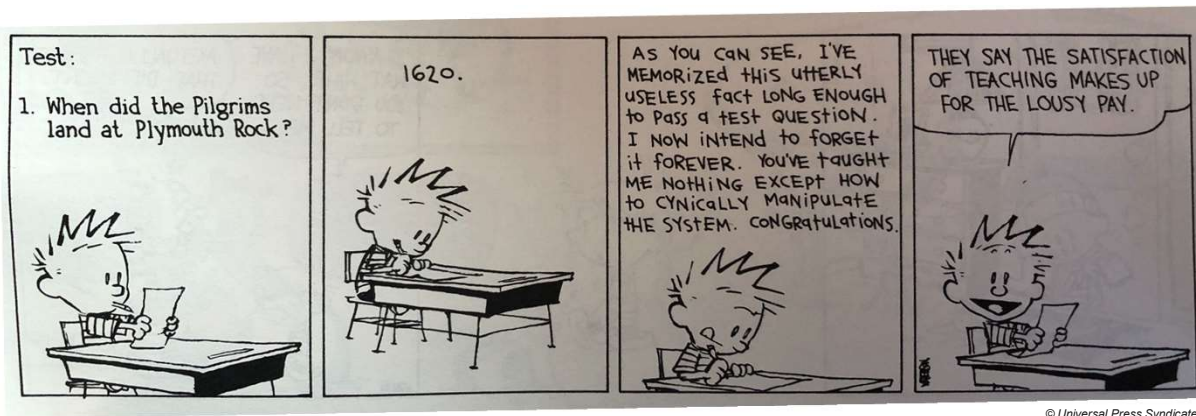






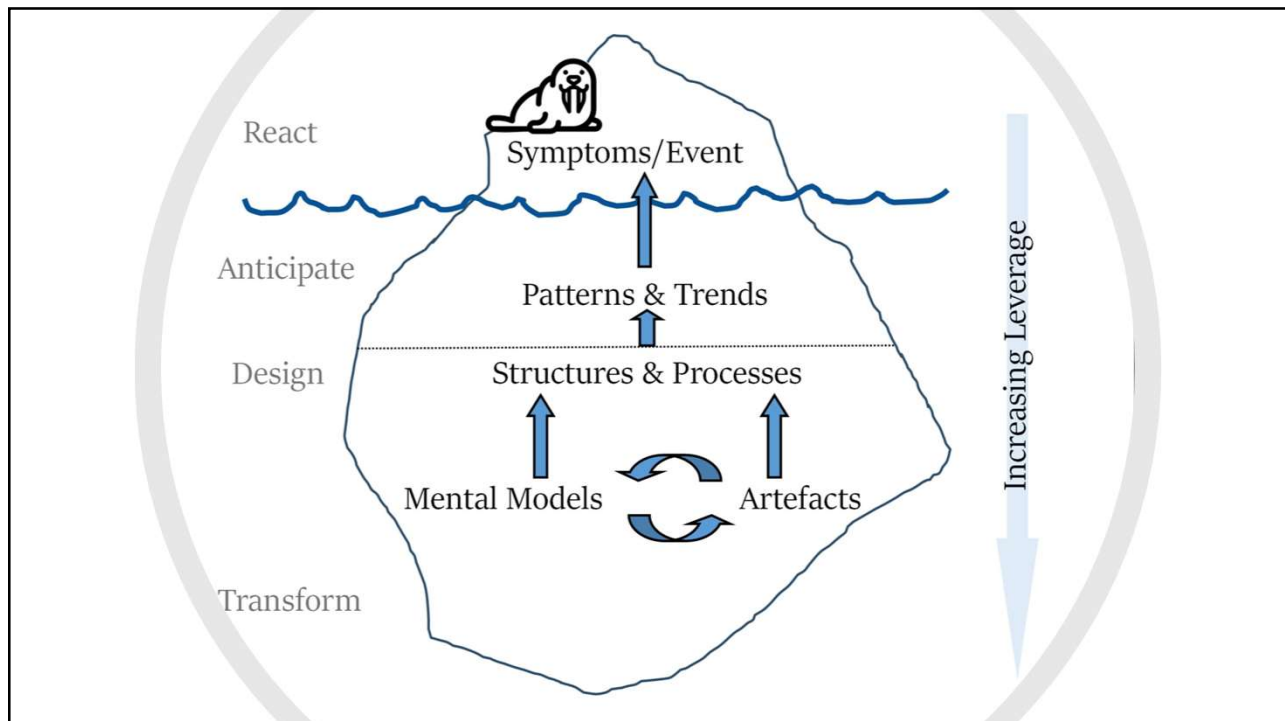
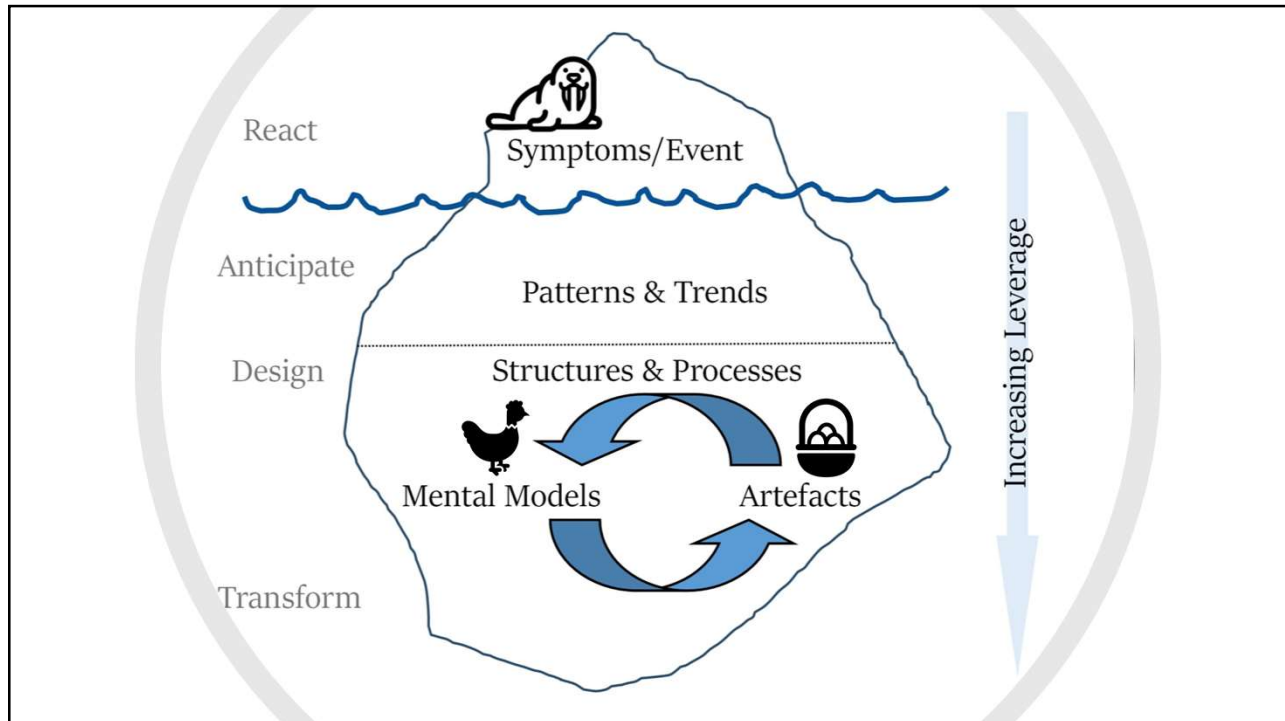


Mental models illustrated



Mental models...

- ...are deeply held internal images of how the world works.
- ...operate outside of our conscious awareness.
- ...affect our behaviour.
- ...limit us to familiar ways of thinking and acting.
- ...are shaped by our experiences, values, history, bias, beliefs, & judgement.



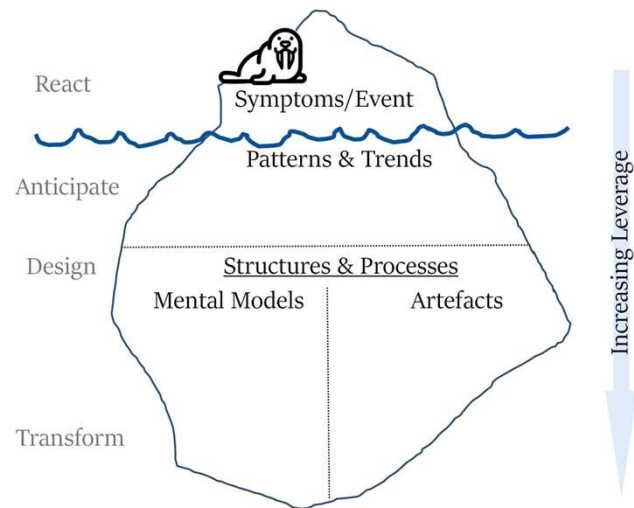
Building an Explanatory Iceberg

Event: What observation are we trying to explain?

Patterns: What is reinforcing this observation?

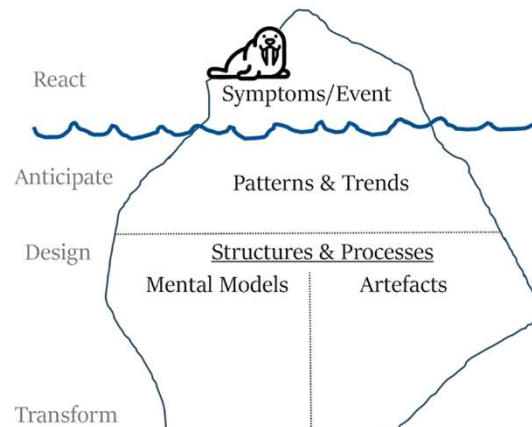
Artefacts: What is contributing to the observed patterns? How does their design sustain these patterns?

Mental models: What are the mental models that might underlie the existing structures?

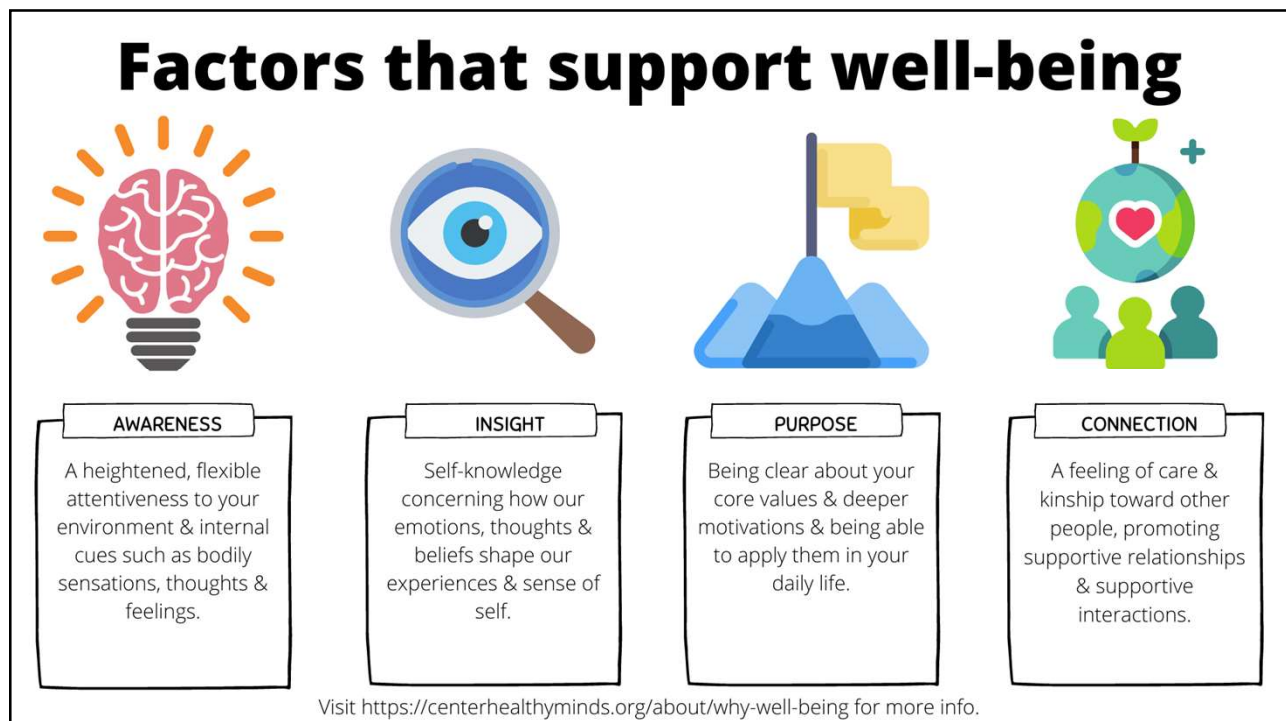
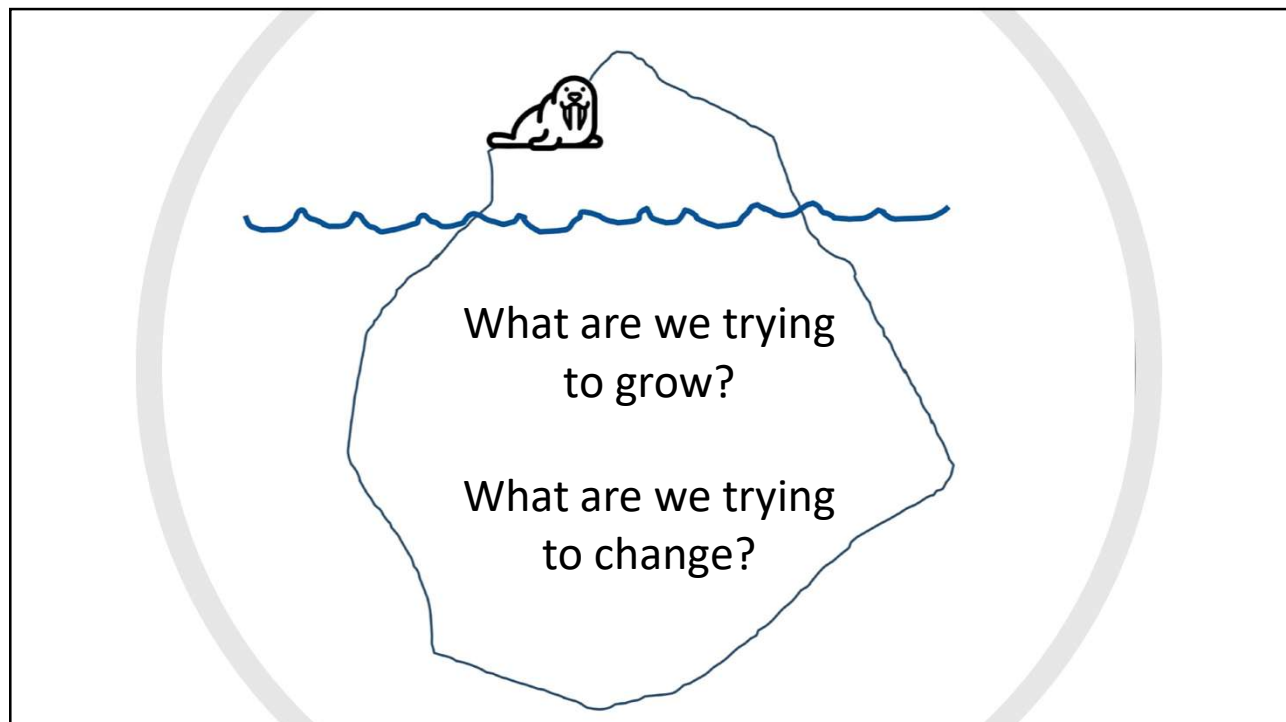


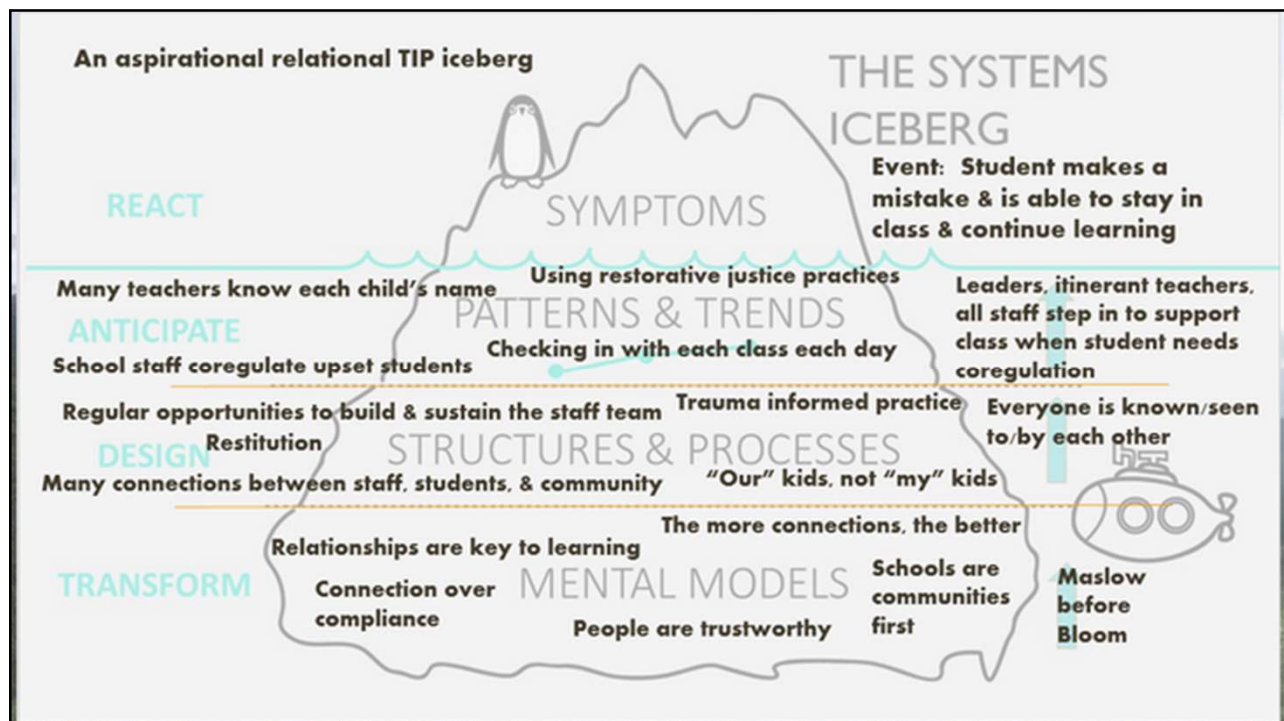
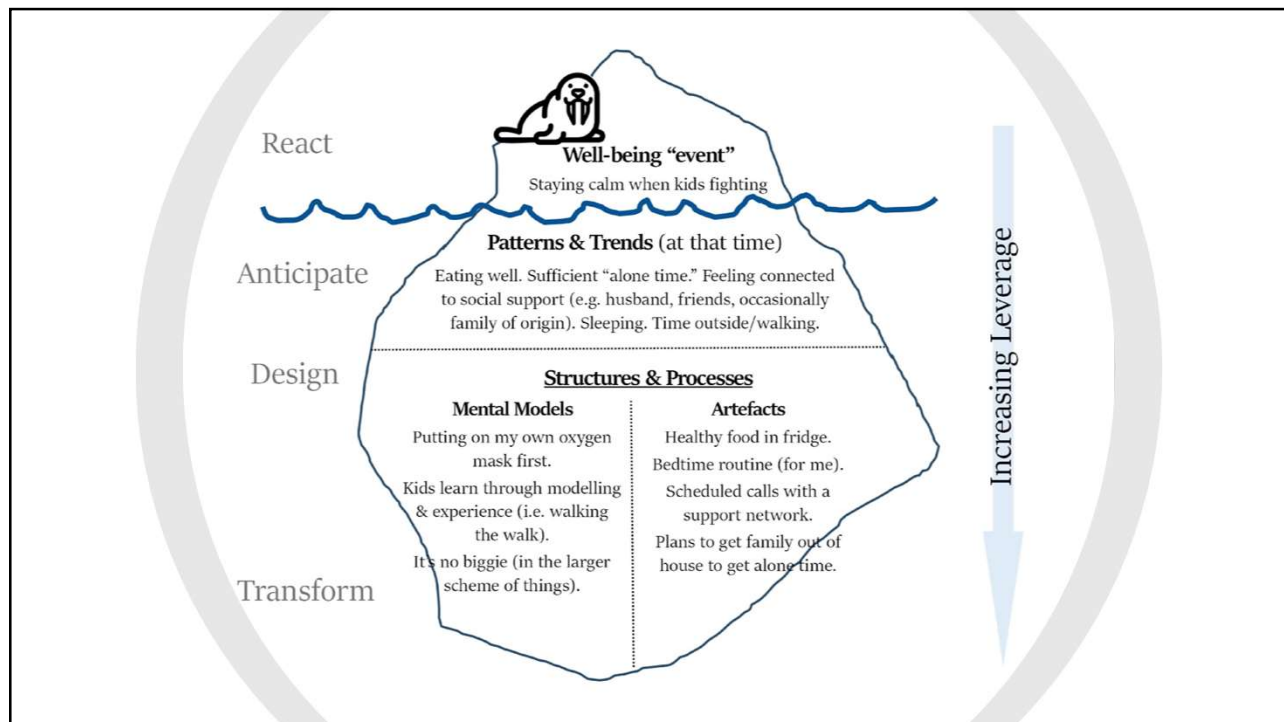
Icebergs can be created top down or bottom up.

Aspirational



Explanatory





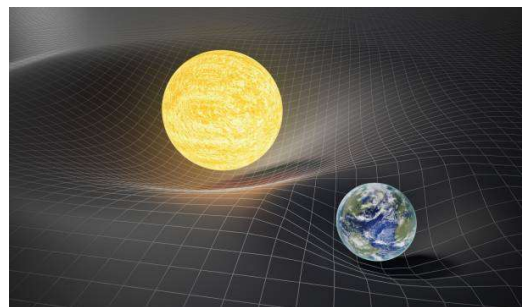
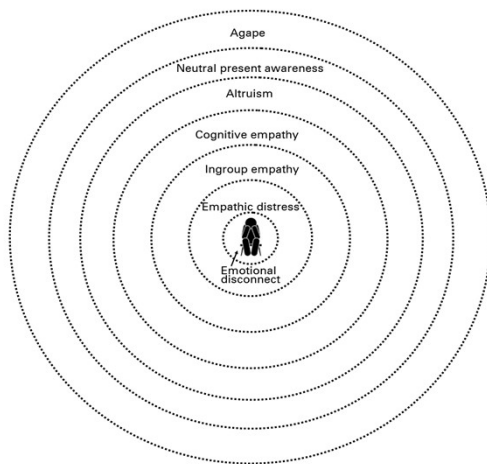
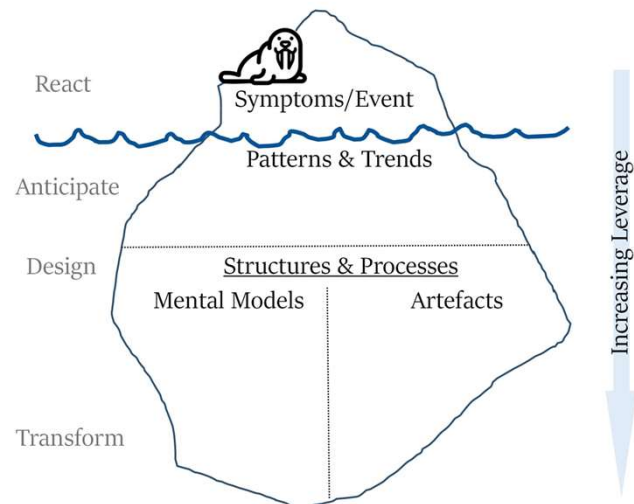
Building an Aspirational Iceberg

Event: What are we trying to grow? What events will help us recognize the lower parts of the iceberg coming to fruition?

Patterns: What habits do we need to foster in anticipation of this growth?

Artefacts: How might we design supports to sustain these patterns and their effects on growth? What artefacts might reinforce the desired shifts in mental models?

Mental models: Where/how might thinking need to be transformed (i.e. begin to shift) for me to approach my aspiration?



Theory of Relative Responsibility for the Social Field

