

**Strengthening  
Educator**

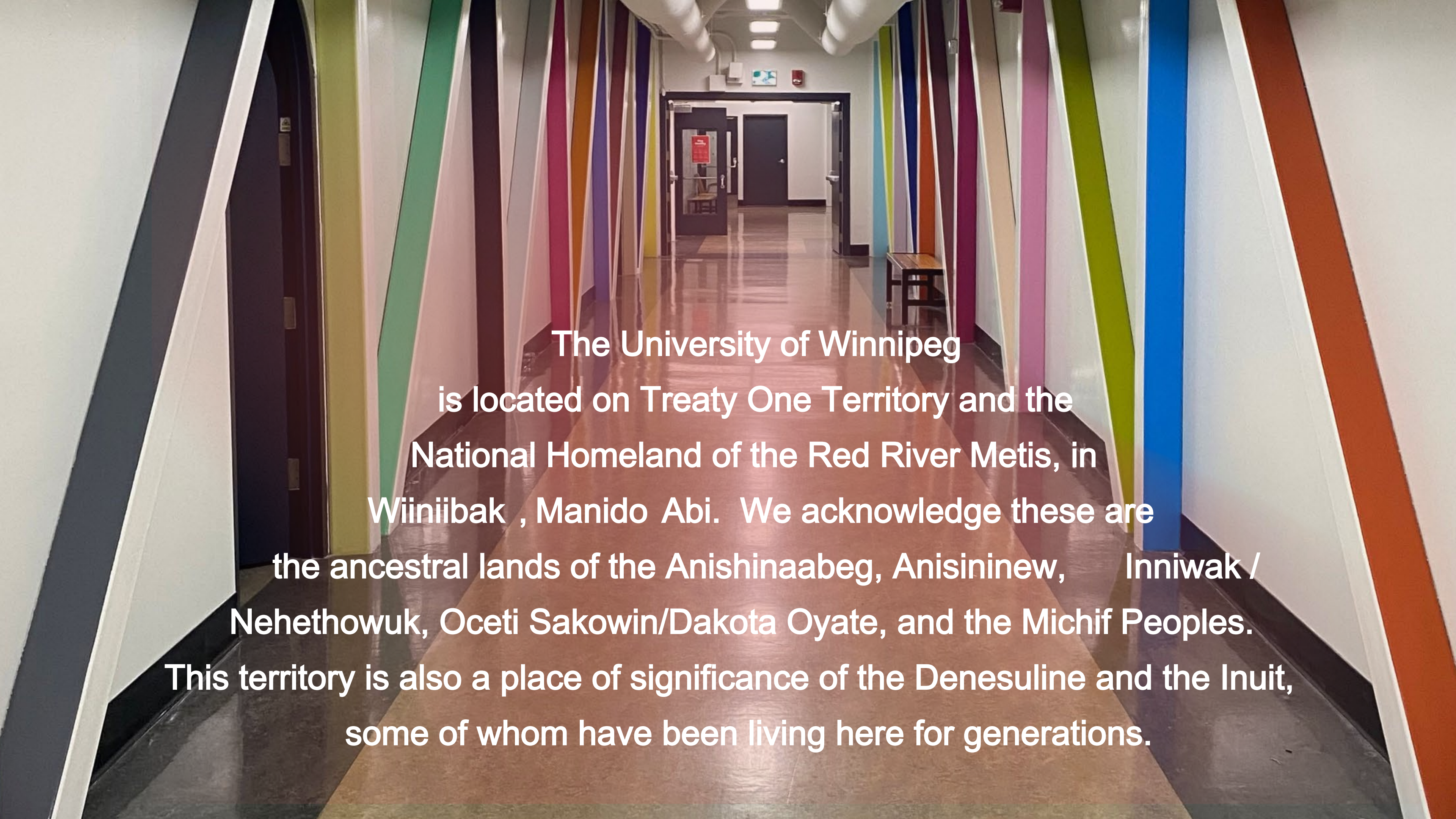
# *Well-Being* for Sustainable Schools



THE UNIVERSITY OF  
WINNIPEG

Dr. Lesley Eblie Trudel  
Dr. Laura Sokal  
Faculty of Education



A long, brightly lit hallway with a polished floor and walls decorated with colorful vertical stripes. The hallway leads to a glass door at the end. The text is overlaid on the center of the image.

The University of Winnipeg  
is located on Treaty One Territory and the  
National Homeland of the Red River Metis, in  
Wiiniibak , Manido Abi. We acknowledge these are  
the ancestral lands of the Anishinaabeg, Anisininew, Inniwak /  
Nehethowuk, Oceti Sakowin/Dakota Oyate, and the Michif Peoples.  
This territory is also a place of significance of the Denesuline and the Inuit,  
some of whom have been living here for generations.



# Today



## Well - come



### Situating

- ⊖ Timeline
- ⊖ Urgency
- ⊖ Balance



### Exploring

- ⊖ Tension
- ⊖ Demands
- ⊖ Overload
- ⊖ Findings
- ⊖ Patterns
- ⊖ Reorientation
- ⊖ Commitment



### Activating

- ⊖ Synergy
- ⊖ Resources
- ⊖ Possibility



### Honouring

- ⊖ Care
- ⊖ References

Well - come

& being-well

# Today

## Well - come

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# Well - come

## Activity



- How did you define staff well-being?
- Did you apply that same definition to your own well-being?

# Today



**Well - come**



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# Well - come

## Activity



# Today



## Well - come



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### Honouring

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# Well - come

## Activity

- What has changed for you?
- What is one thing you wish you had known about well -being that you now know.

# Today



**Well - come**



## Situating

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# Well - come

## Activity



Today

 Well - come

 **Situating**

 Timeline

 Urgency

 Balance

 **Exploring**

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 Findings

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 Commitment

 **Activating**

 Synergy

 Resources

 Possibility

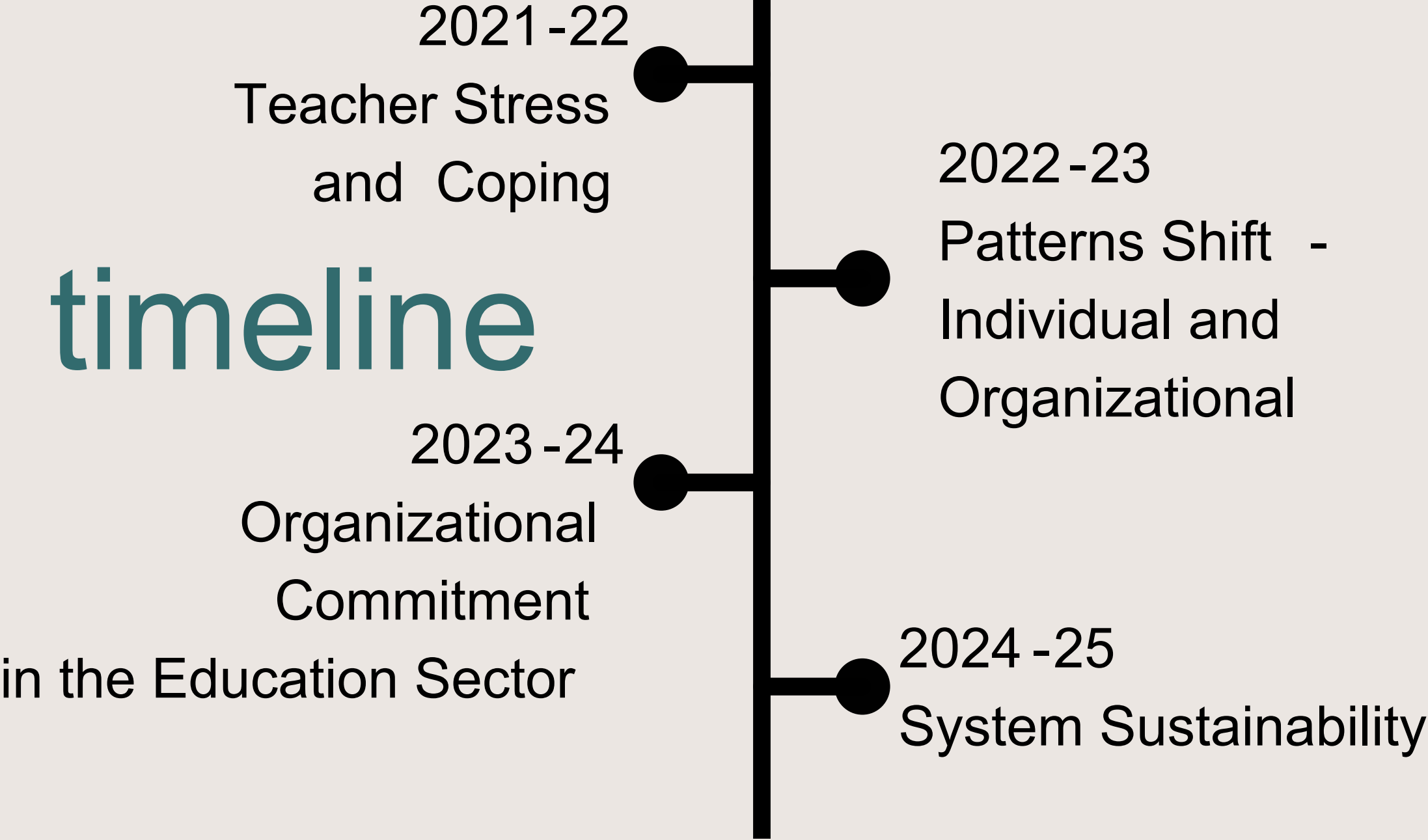
 **Honouring**

 Care

 References

Situating

the timeline





# Today

 Well - come

 **Situating**

- ⊖ Timeline
- ⊖ **Urgency**
- ⊖ Balance

 **Exploring**

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- ⊖ Reorientation
- ⊖ Commitment

 **Activating**

- ⊖ Synergy
- ⊖ Resources
- ⊖ Possibility

 **Honouring**

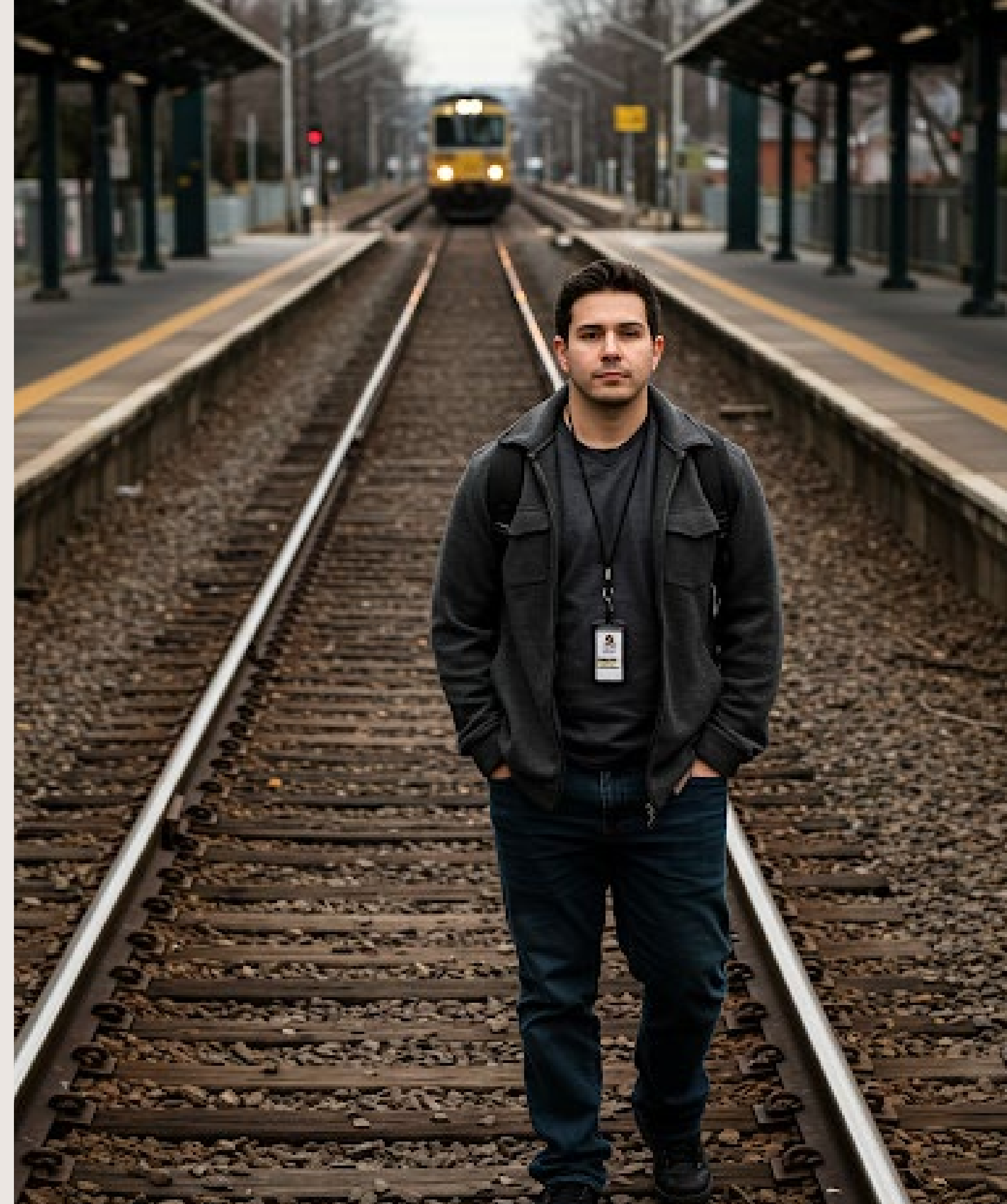
- ⊖ Care
- ⊖ References

## Situating

## Why this?

## Why now?

## A Call to Action



# Today



Well - come



## Situating

- = Timeline
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## Exploring

- = Tension
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## Honouring

- = Care
- = References

Situating

# Balance



# Today

## Well - come

### Situating

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### Exploring

- ⊖ Tension
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- ⊖ Reorientation
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### Activating

- ⊖ Synergy
- ⊖ Resources
- ⊖ Possibility

### Honouring

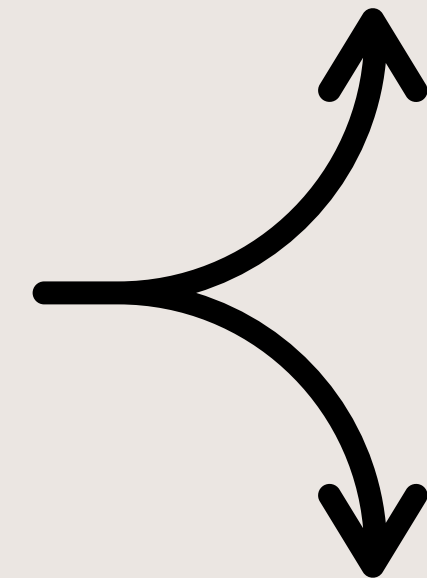
- ⊖ Care
- ⊖ References

Exploring

# Tension



## Eustress



## Distress



# Today

## Well - come

## Situating

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## Exploring

- = Tension
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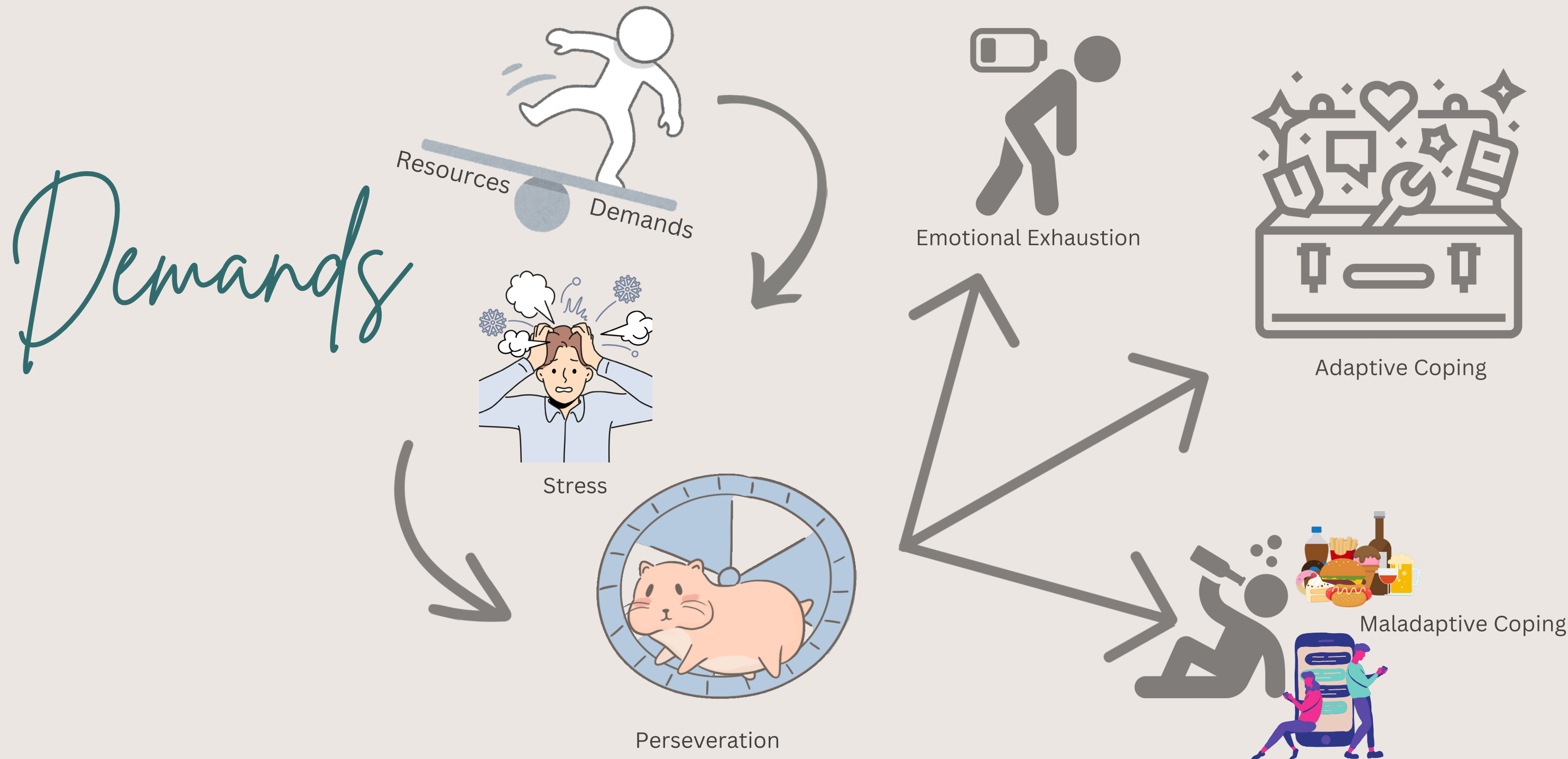
## Activating

- = Action
- = Resources
- = Possibility

## Honouring

- = Care
- = References

# Exploring










# Today

## Well - come




### Situating

-  Timeline
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### Activating

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### Honouring

-  Care
-  References

## Exploring

# Overload

- 58% of educators perceive large increases in academic needs
- 60% of educators perceive large increases in social needs
- 63.5% of educators perceive large increases in behavioural needs

# Today



## Well - come



### Situating

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### Exploring

- ⊖ Tension
- ⊖ Demands
- ⊖ Overload
- ⊖ Findings
- ⊖ Patterns
- ⊖ Reorientation
- ⊖ Belonging



### Engaging

- ⊖ Action
- ⊖ Resources
- ⊖ Possibility



### Honouring

- ⊖ Care
- ⊖ References

Exploring

Findings

1/3 of Canadian educators in  
2025 report  
**rarely or never**  
meeting all their students'  
needs





# Today



Well - come



## Situating

- = Urgency
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- = Balance



## Exploring

- = Tension
- = Demands
- = Overload
- = Findings
- = **Patterns**
- = Reorientation
- = Commitment



## Activating

- = Action
- = Resources
- = Possibility




## Gratitude

- = Care
- = References

# Exploring Activity

Pick your  
puzzle piece



# Today

## Well - come

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### Activating

- ⊖ Action
- ⊖ Resources
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### Honouring

- ⊖ Care
- ⊖ References

## Exploring *Patterns*

- Rest
- Support
- Balance
- Boundaries
- Joy



## Today

🏠 Well - come

🔍 **Situating**

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📄 **Exploring**

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- ⊖ Commitment

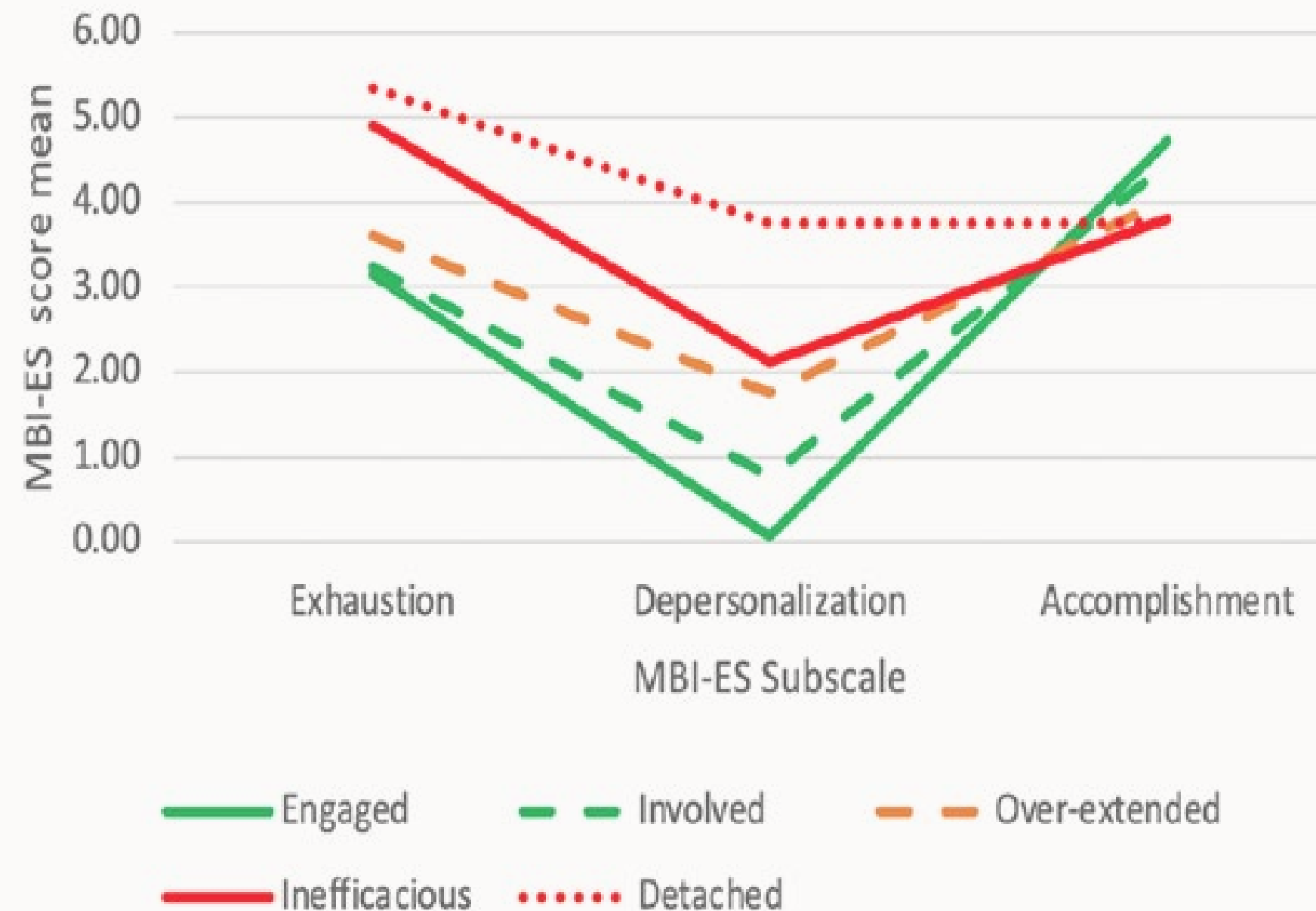
👤 **Activating**

- ⊖ Action
- ⊖ Resources
- ⊖ Possibility

💖 **Honouring**

- ⊖ Care
- ⊖ References

# Exploring the Data














Today

 Well - come




 **Situating**

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 **Exploring**

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 **Activating**

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-  Resources
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 **Honouring**

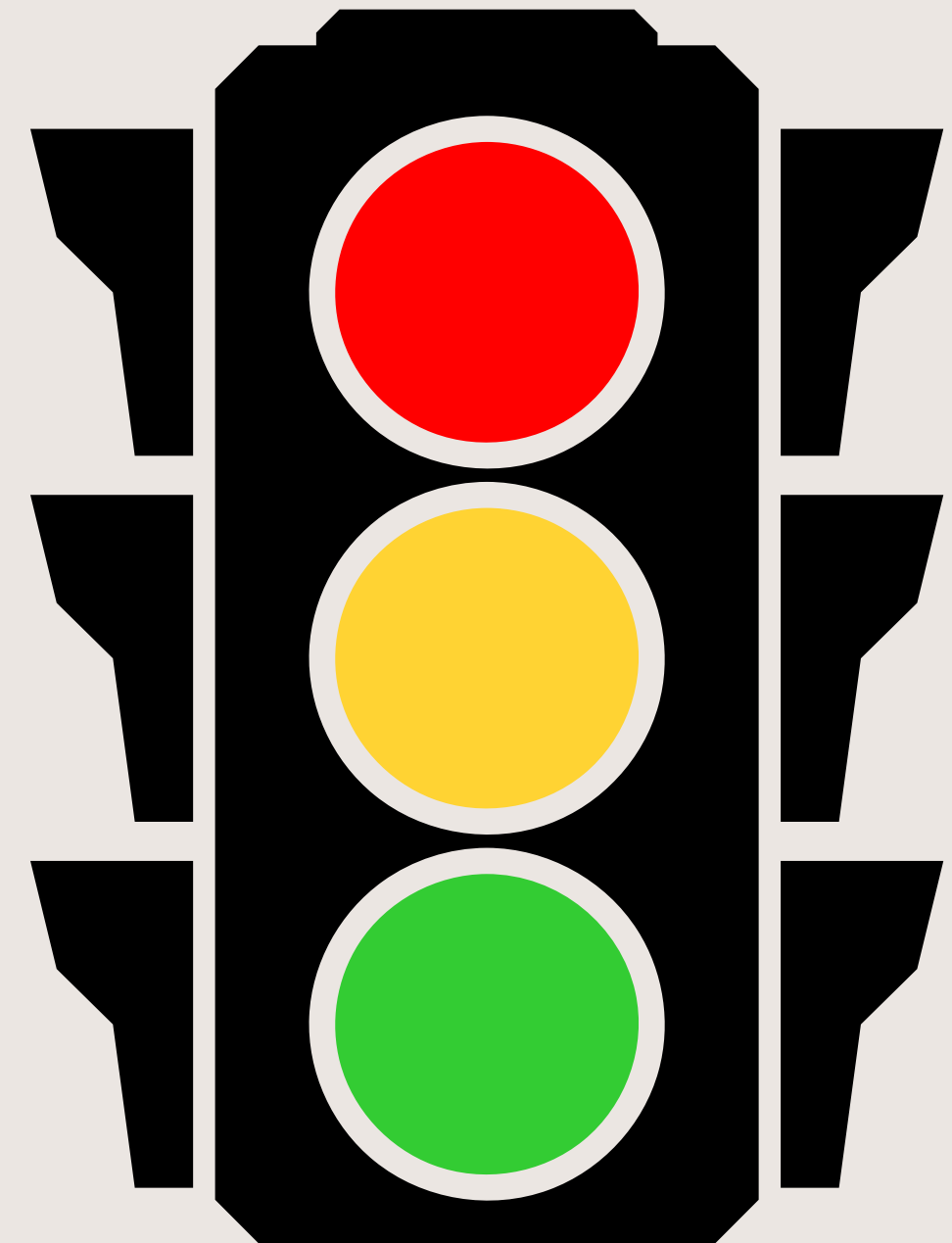
-  Care
-  References

# Exploring the fit

In the red zone?

The amber zone?




The green zone?










Today

 Well - come




 **Situating**

-  Urgency
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 **Exploring**

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-  **Reorientation**
-  Commitment

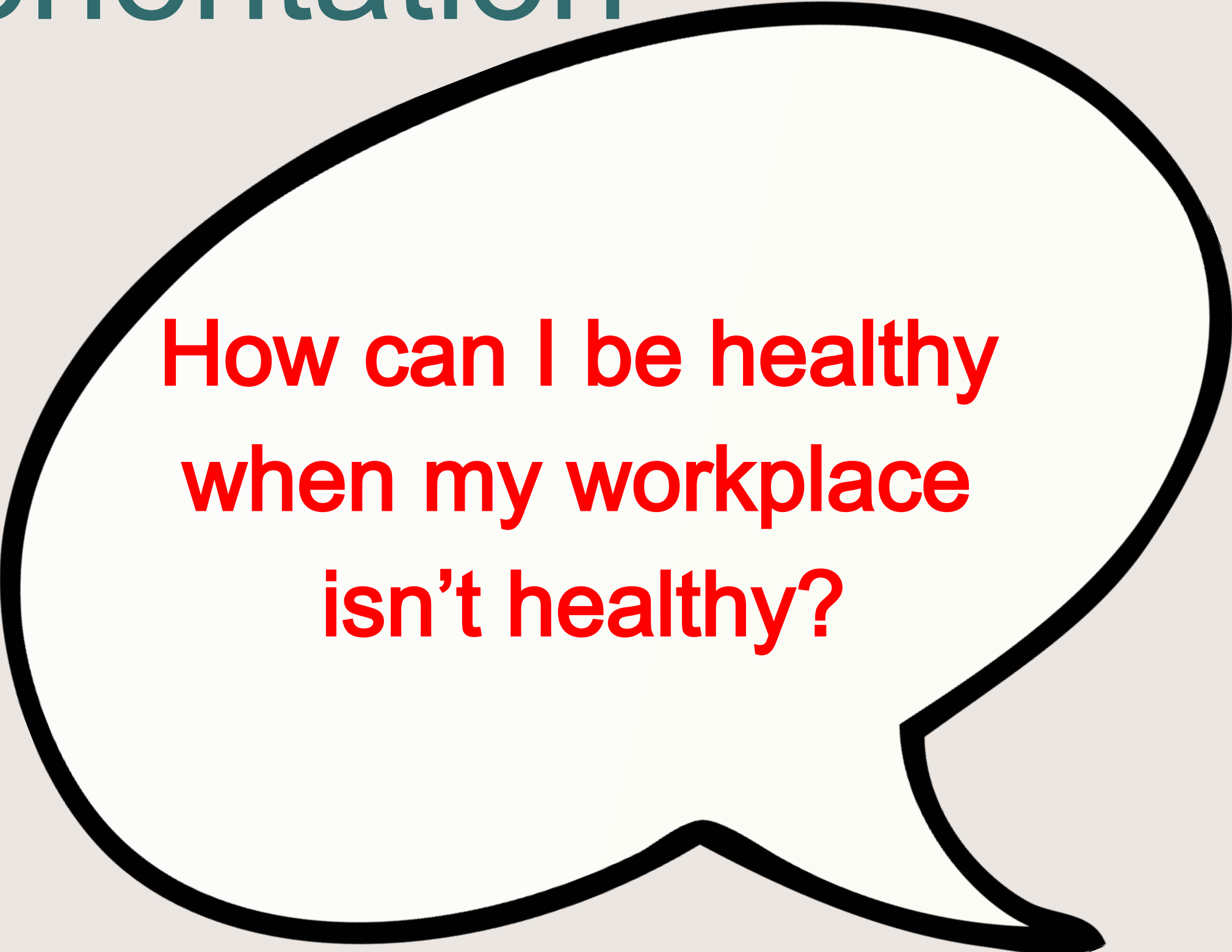
 **Activating**

-  Synergy
-  Resources
-  Possibility

 **Honouring**

-  Care
-  References

# Exploring Reorientation



**How can I be healthy  
when my workplace  
isn't healthy?**

Today

 Well - come

 **Situating**

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 **Exploring**

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- ⊖ Reorientation
- ⊖ **Commitment**

 **Activating**

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- ⊖ Resources
- ⊖ Possibility

 **Honouring**

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- ⊖ References

Exploring

# Commitment

[Home - Care For All In Education](#)















# Today

## Well - come




## Situating

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## Honouring

-  Care
-  References

# Exploring

# Commitment

In 2024 / 25, among the Manitoba educators we surveyed

- 30 % of clinicians
- 23% of teachers,
- 20 % of principals,
- 20 % of educational assistants
- 20 % of superintendents

reported looking for new jobs **OUTSIDE** of the education sector **due to dissatisfaction with their jobs**

Today

 Well - come

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 **Activating**

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 **Honouring**

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- ⊖ References

# Exploring Commitment






**Influences on Job Search Behaviours**








# Today

## Well - come




## Situating

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## Activating

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## Honouring

-  Care
-  References

# Exploring Commitment

- For **teachers** , increasing *Well-being* by 1 point (on a 0 -5 scale) multiplies the odds of staying by **150.83%**.
- For **EAs**, increasing *Connectedness* by 1 point (on a 0 -5 scale) multiplies the odds of staying by **140.97%**.
- For **principals** and **superintendents** , increasing *Connectedness* by 1 point (on a 0 -5 scale) multiplies the odds of staying by **131.49%**.



# Today

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Activating

Now  
what?





# Today



Well - come



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## Activating

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## Honouring

- = Care
- = References

# *Multi -Level* Collaboration

Community



Today

 Well - come

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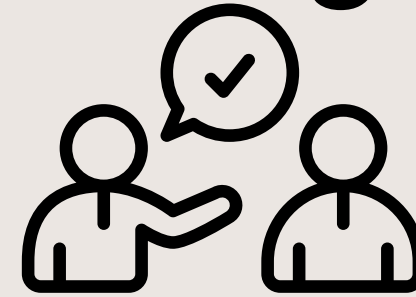
 **Activating**

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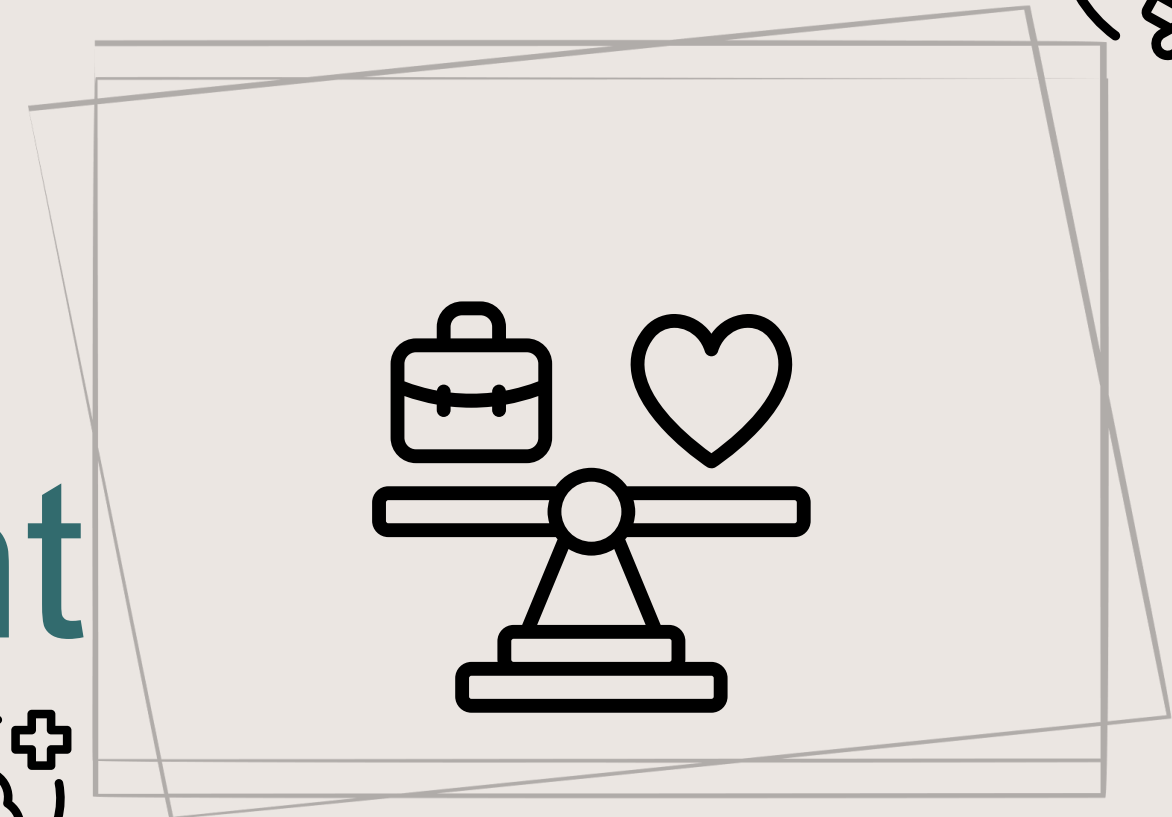
Job  
Crafting



Areas of  
Work Life



# Resources for Engagement



Psychological  
Safety



Community  
Supports

# Today

## Well - come

## Situating

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## Exploring

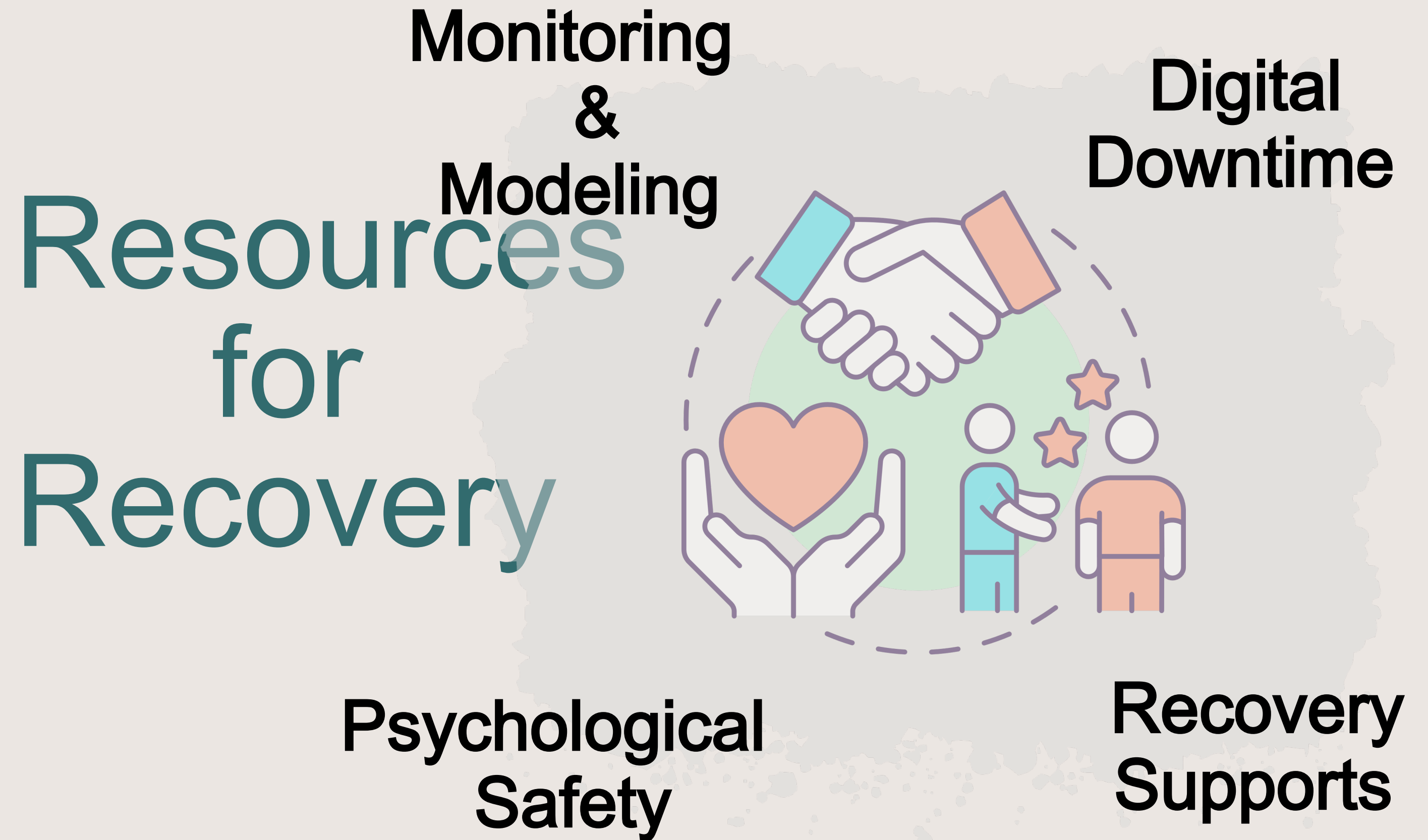
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### Honouring

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Activating  
Activity

Resources

What's Working?

What's Missing?



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# Activating Possibility



## School Well-Being Toolkit

### Benefits At A Glance

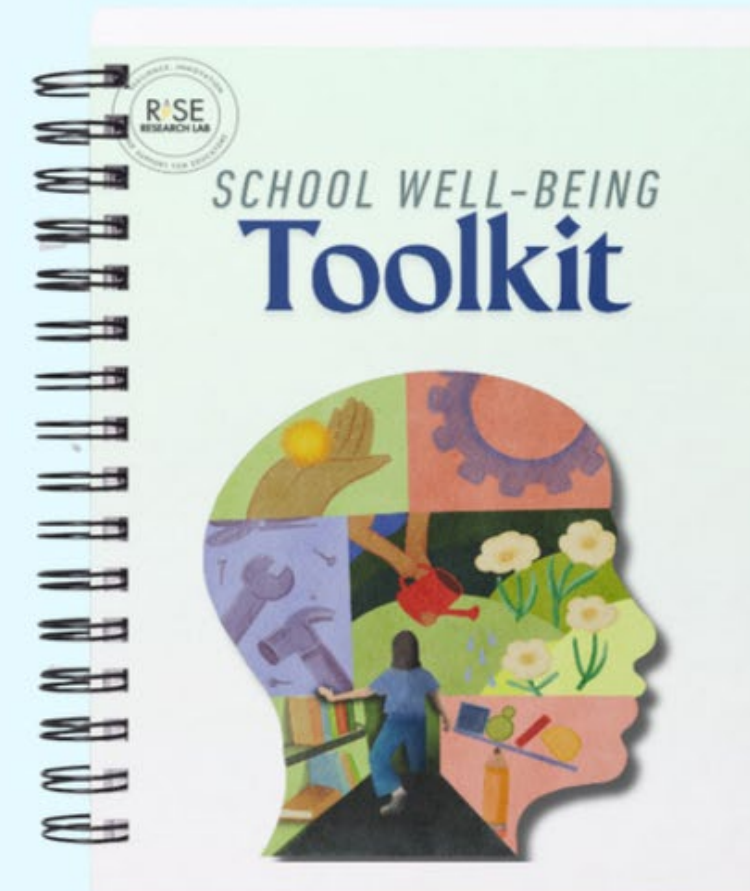
*Designed to bridge research and practice while helping educators, administrators, and policymakers navigate complex challenges and support well-being with confidence.*

- ✔ Supports for Educators
- ✔ Insights for Systems
- ✔ Tools for Real Change

### What's Inside the Toolkit?

- Practical strategies
- Case study examples
- Reflective prompts
- Interactive learning tasks
- Planning tools
- Drawn from 5+ years of Canadian research

### Open Access & Free to Use



Eblie Trudel, L. & Sokal, L. (2025). *School Well-Being Toolkit*.  
University of Winnipeg. [pressbooks.openedmb.ca](https://pressbooks.openedmb.ca)

Today

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# Honouring A Culture of Care



# Today

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- ⊖ References

# References

<https://www.rise-research-lab.com/publications>