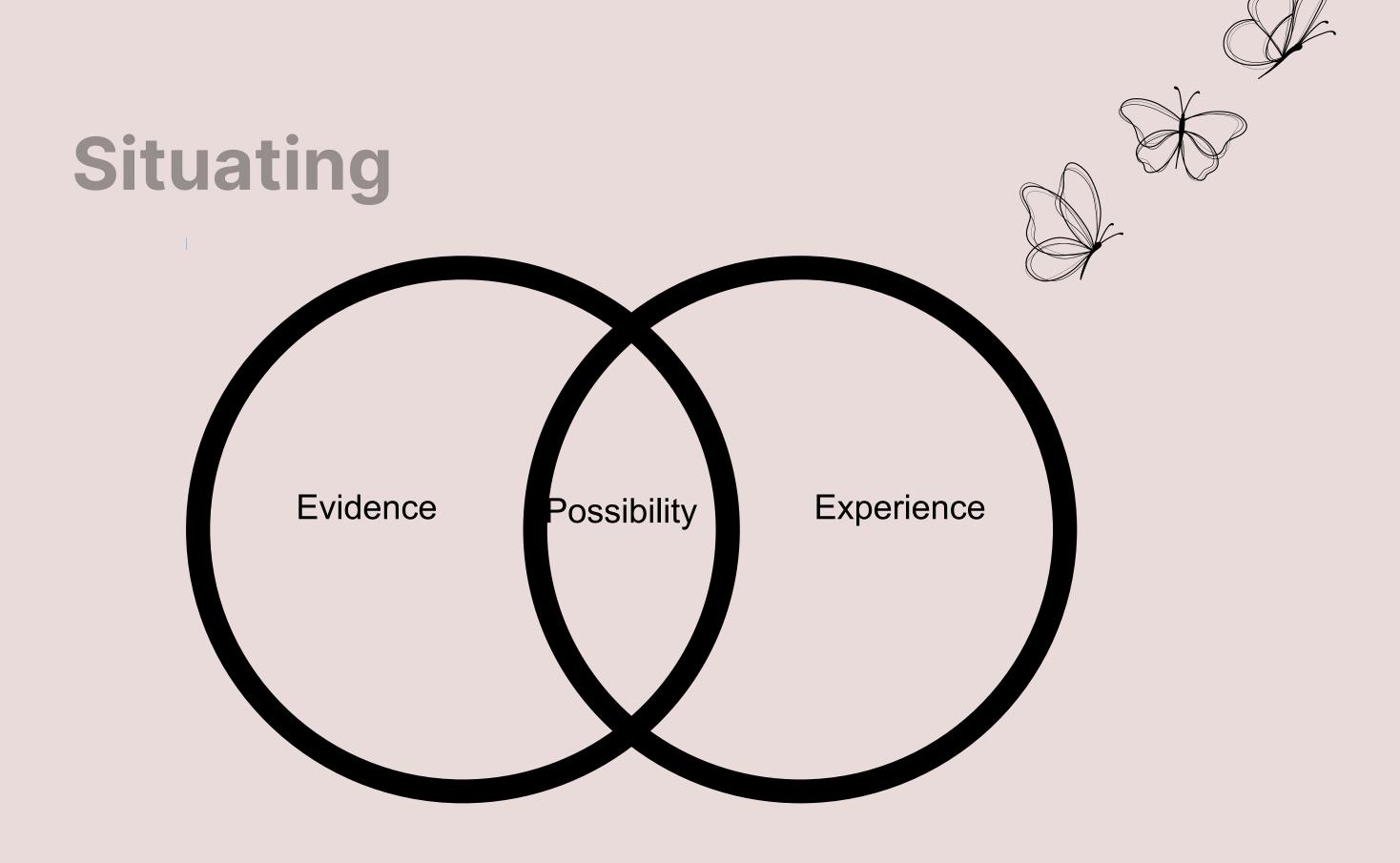


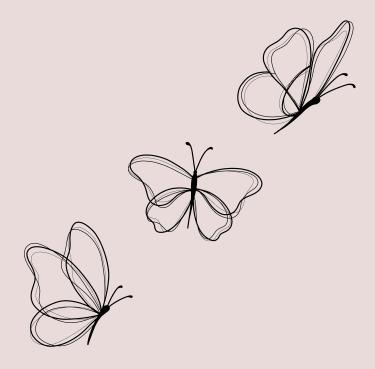
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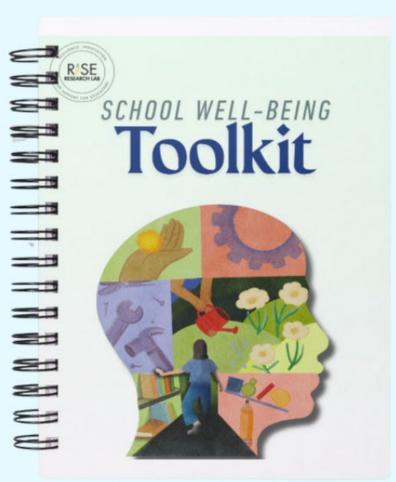


School Well-Being Toolkit

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



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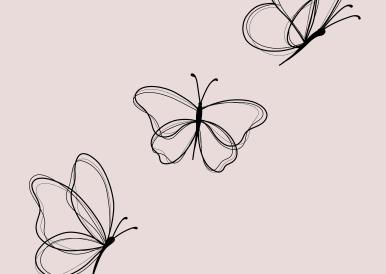
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- Summary & Key Highlights
- Key Takeaways for Schools and Leaders
- Research Infographic
- Case Study
- What Could Be Done Differently
- Reflection and Application
- Activities for Application
- Your Action Plan



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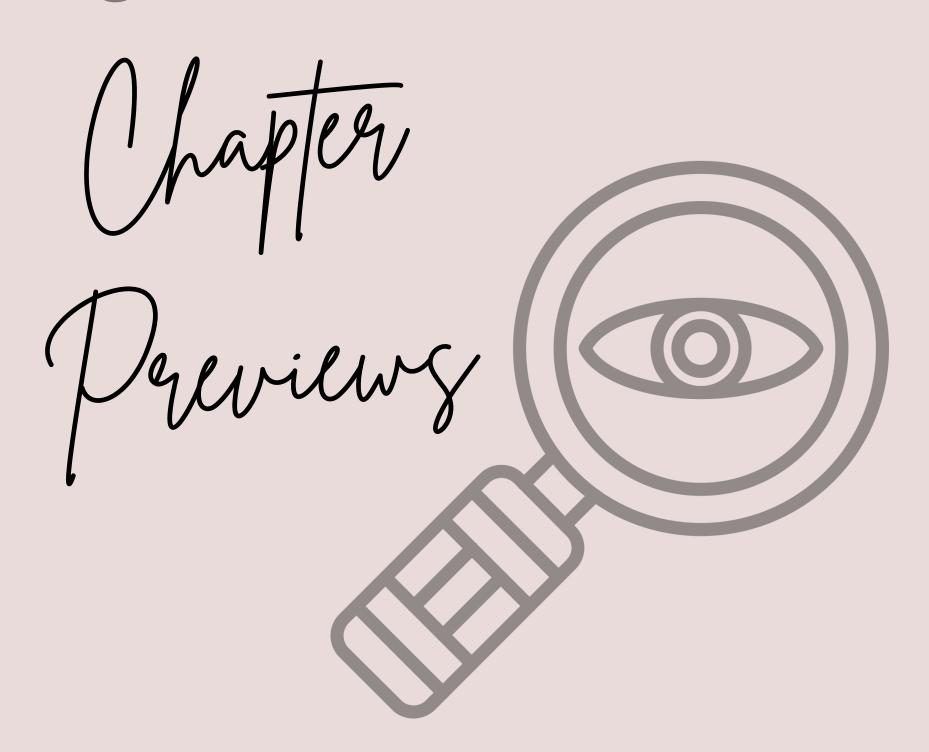
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Step One: Noticing (Individual or Quiet Reading 5 minutes)

As you review this chapter preview reflect upon:

- 1. What is this chapter inviting you to notice?
- 2. Which part feels most thought provoking?
- 3. What questions, phrase or idea stays with you?

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Step Two: Discussing (Small group conversation - 5 minutes)

In your group, discuss:

- 1. Where do you see this theme emerging in your context?
- 2. What tensions might this chapter surface in your setting?
- 3. Does the case study feel familiar? What dynamics stand out?



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Step Three: Connecting (Group Reflection - 5 minutes)

As you consider next steps talk about:

- 1. How might this chapter support conversation in your setting?
- 2. What would you need to engage meaningfully with this content?
- 3. Is there an action that you could take away from this discussion?



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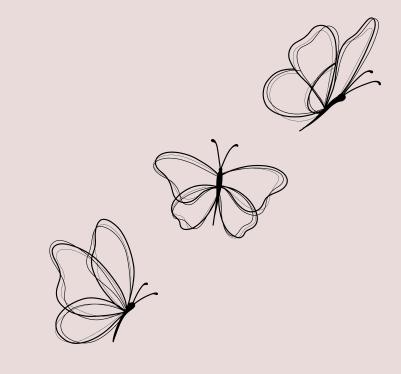


Preparing to Share (Group Reflections -15 minutes)

- 1. Choose one person from your group to briefly share a reflection on the chapter you previewed (1, 10, 18 or 23)
- 2. Share one insight, question or connection your group discussed.
- 3.Aim to keep your sharing to about 1-2 minutes per group so everyone has time to contribute .

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We honour the educators whose voices shaped this work, the participants in today's dialogue, and the ongoing collective efforts to create more caring, responsive and sustainable schools. Thank you for your presence, your insights, your leadership and your commitment.

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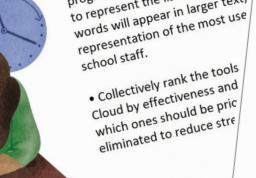
School Well-Being Toolkit Activity 3.1: Generating Ideas for Classroom and School Supports Activities for Application Identify the biggest challenges affecting well-being in schools. Match a list of potential solutions for each of the challenges affecting staff well-bein

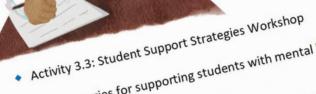
- Activity 3.2; Resource Prioritization Challenge Mad Minute and Word Cloud

 Mad Minutes: Set the timer for two minutes and have each staff member list as instructional tools and strategies that they are currently expected to use as quickling instructional tools and strategies that they are currently expected to use as quickling.
- Activity 3.2: Resource Prioritization Challenge Mad Minute and Word Cloud

 Activity 3.2: Resource Prioritization Challenge Mad have each staff member list of Mad Minutes: Set the timer for two minutes and have each staff member list as reinstructional tools and strategies that they are currently expected to use as quickly within the time limit. program such as Mentimeter or SI
- within the time limit.







- Share strategies for supporting students with mental health Build a resource bank of approaches that balance student or engagement issues.
- Consider how community and non-profit resources can be adding more to the workload of your school staff. your Action Plan: Navigating the Emotional Labor

Education is an emotionally intensive profession, req professionalism, and resilience while managing the broader school community. Now that you have exp moment to develop a short action plan to support that acknowledges and values this often-invisible

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My Recovery Map







Things that Help me Recover

- Activity 10.3: Low-Impact, High-Value Recovery Initiatives through Polling and Rock the
- Generate ideas on low-cost, low-prep strategies the school could implement to promote collective recovery (quiet spaces, appreciation boards). Use Mentimeter or other online Polling sites to rank the ideas you generate from most useful to least useful.
- Alternatively, use the Rock the Boat activity to consider the benefits and drawbacks of each idea. Rock the Boat Activity: Each idea has two possible responses—agree or disagree—and it is read out loud to the group. Depending on whether they agree or disagree with this statement, staff members move to one side of the room or the other. After everyone is in place on their chosen side, ask one or two people on each side to take turns defending their positions. This allows everyone to visualize where their colleagues' opinions come from, Choose one or two ideas to pilot as a school-wide initiative.
- Set a review date to assess impact and sustainability.



Your Action Plan: Promoting Teacher Recovery through Adaptive Regulation

Step 1: Identify a Key Insight

- What is the most important takeaway from this chapter for your role or school context? How are recovery and resilience being addressed (or overlooked) in your current setting?
- What one recovery-related goal do you want to prioritize this year? (Examples: Promote job crafting, slow the pace of change, build teacher voice into planning.)

- What three concrete actions can you take to make teacher recovery a priority? Who else needs to be involved in this work?

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