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Schools That Promote Health, Well-Being and Educational Success  
in the Next Decade

WS1-1 Panel Nov 28, JASP, Montreal

**ASCD**  
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**How can we better align  
health and education objectives  
in the school setting?**

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**Who we are**

**ASCD**  
(Association of Supervision & Curriculum Development)

- A global association empowering educators to support the success of each learner,
- 160,000 members across 148 countries,
- Principals, Superintendents, experienced teachers,
- [Whole Child](#).

**Healthy School Communities (HSC)**

...is a worldwide effort to promote the integration of health and learning, via community collaboration.

**ASCD**  
LEARN. TEACH. LEAD.

## Issue

**What has held educators and education leaders back** from wholeheartedly embracing health and well-being across their schools and systems?

*...why after 20 years haven't all schools adopted Coordinated School Health? Or HPS?*

Joyce Fetro, 2010

*...school health is currently not a central part of the fundamental mission of schools...*

Charles Basch, 2010



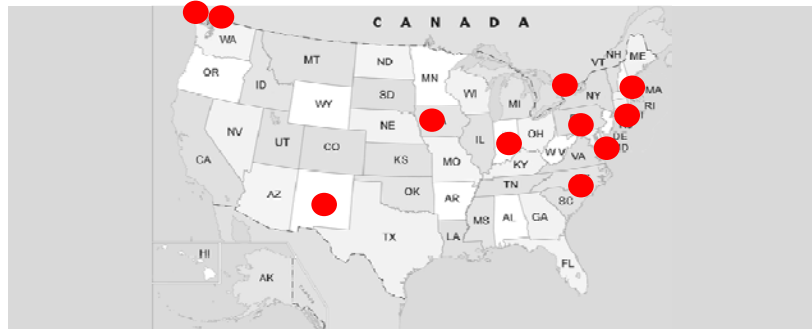
## Issue

**What has held educators and education leaders back** from wholeheartedly embracing health and well-being across their schools and systems?

What are the **levers of change** that promote not only implementation but sustainability of health and wellbeing initiatives in the school setting?



## Study



2006, ASCD selected 11 school communities—8 in the US & 3 in Canada—to be part of a 3-year pilot study to implement the HSC approach and to answer this key question.



## Study

Series of pre, during and post study visits  
Qualitative interviews with key stakeholders  
Quantitative data – policy, personnel  
Review of action plans & monthly reports  
Review of stakeholder inventory reports

Use of scoring matrix to systemize the visits and focus on the processes involved in changing the culture of a school community



## Study

### The Healthy School Communities Model: Aligning Health and Education in the School Setting

Valois, R. Slade, S. & Ashford, E., 2011, The Healthy School Communities Model: Aligning Health and Education in the School Setting, ASCD, Alexandria, VA, USA.  
<http://www.ascd.org/ASCD/pdf/siteASCD/publications/Aligning-Health-Education.pdf>



## Results

### 9 levers

- 1. Principal as leader**
2. Active and engaged leadership
3. Distributive team leadership
4. Effective use of data in planning process
- 5. Integration with the school improvement plan**
6. Ongoing and embedded professional development
- 7. Authentic community collaborations**
8. Stakeholder support of local efforts
9. Creation/modification of school policy related to process



## Results

### 9 levers

#### Principal as leader

Principal leadership matters. In fact, the recent evaluation of the Healthy School Communities (HSC) pilot project showed that the role of the principal was the most critical piece of the puzzle in implementing meaningful school change and school improvement.



## Results

### 9 levers

#### Principal as leader

Other elements were crucial... such as an understanding that health improvement supports school improvement, authentic community collaboration, and the ability to make systemic rather than merely programmatic change—but these pieces more often than not arose via the influence and role the principal took in the implementation of HSC.



## Results

### 9 levers

#### Principal as leader

Principal leadership not only provided an automatic “educational acceptance” of the initiative to the wider school body, but also used the interpersonal and managerial skill of the principal in aligning stakeholders.

Principal-led teams were found to develop more diverse committees, involve more stakeholders, and initiate more systemic change to school policy and process.



## Results

### 9 levers

#### Integration with the school improvement plan

For change to be meaningful and sustainable, it needs to address school improvement at the systemic level, rather than just the programmatic level.

Programmatic changes are more likely to be tried and rolled back or become “siloeed” as the property of a particular staff member or department.



## Results

### 9 levers

#### Integration with the school improvement plan

The evaluation also found that when sites did not include key school stakeholders - principal, the administration, and the school board - as well as key community stakeholders, they were more likely to focus on a programmatic rather than systemic approach.



## Results

### 9 levers

#### Authentic community collaborations

*All partners in the school community need to have a sense of ownership and control of meaningful aspects of the school's processes and functions. Token requests for involvement, which usually consist of volunteering or donating services for a set time period, do not inspire collaboration or require engagement and are neither empowering nor sustainable.*

- Epstein & Salinas, 2004



## Results

### 9 levers

#### Authentic community collaborations

If stakeholders are going to be part of an authentic collaboration effort, they must be involved in the process early and have a true sense of ownership of their actions.

When communities are welcomed and brought into the school improvement process from the beginning, they are more apt to provide support for developing health-promoting schools.



## Results

### Summary

Any entity wishing to make change in schools must understand the *playing field* (processes, language and objectives) of schools.

Then they must target the position that is key to any change in that setting – the Principal.



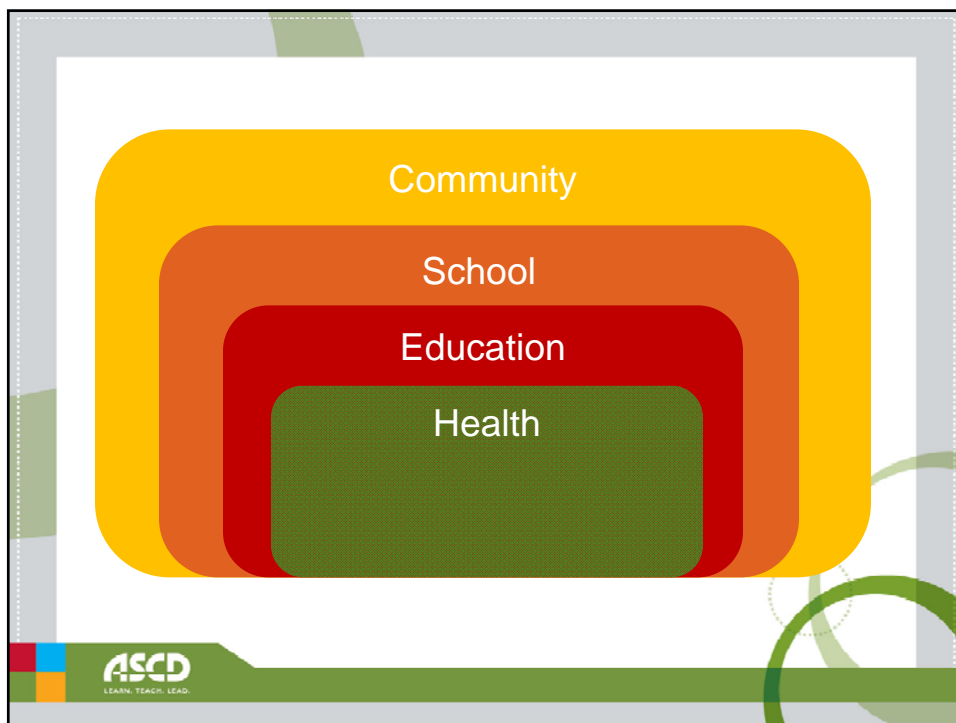


## Results

### Summary

This study focused on how schools *wanting to change* can change, it did not directly look at why schools would want to change.

However this would require focused messaging on how *Health* can help *Education*, not the other way around.



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