

Policy 9.11

Category: Welcoming, Caring, Respectful and Safe School

Safeguarding Work Life Balance

BACKGROUND

“To meet professional practice standards, all educators and system leaders need to be well. The role of system leaders includes supporting leaders and teachers. A comprehensive and integrated workplace wellness plan will address the wellbeing needs of all involved in supporting optimum learning for students.”

CASS Workplace Wellness for Alberta School Authorities: A Planning and Implementation Guide

The CAPE Charter Board believes:

- that promoting work life balance is in the best interest of all stakeholders. When our staff is supported in their work, they are able to provide the highest quality support to their students, their colleagues and their school community;
- in its responsibility to create organizational structures that promote individual wellness and wellbeing and offer boundaries between excellence in work life and excellence in home life;
- that supporting a healthy school community is essential for supporting the growth and development of each learner;
- that the relationship between and interconnectedness of learners’ mental health and physical wellbeing are well supported by both research and lived experiences;
- that wellbeing is both an individual and collective responsibility, and is committed to ensuring that staff and students are provided with the support they need to be well;
- that wellbeing is a precondition to excellence in teaching and learning in the workplace and excellence outside of the workplace;
- that each member of the CAPE school community plays a role in supporting wellness and wellbeing within our school and our community.

POLICY STATEMENT

1. The CAPE Charter Board supports the development and maintenance of a school environment that promotes work life balance, that supports individual and organizational wellness and wellbeing, and fosters excellence in teaching and learning.

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DEFINITIONS

2. **Wellness** - the active pursuit of activities, choices and lifestyles that lead to a state of holistic health (*The Global Wellness Institute*); a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” (*World Health Organization*)
3. **Wellbeing** - a complex combination of a person's physical, mental, emotional and social health factors.
4. **Educator** - a professional who educates, especially a teacher, principal, or other person involved in planning or directing education.
5. **System leader** - someone who brings people and groups together to collectively make progress on a common challenge.
6. **Mental health** - a person’s condition with regard to their psychological and emotional well-being; includes social well-being.

GUIDELINES:

7. The CAPE Charter Board supports, through policy and budget, a positive work place wellness and wellbeing environment.
8. The Superintendent shall develop, or cause to be developed, administrative procedures that have the potential to create and sustain work place wellness and wellbeing environment that contributes to work life balance and excellence.
9. The Superintendent shall develop, or cause to be developed, administrative procedures that set jurisdiction and communications boundaries, safeguard flexible work arrangements, and support wellness and wellbeing.
10. The Secretary-Treasurer shall ensure that board-approved supports are accessible and financially supported.
11. The Superintendent shall ensure that this board policy is easily available to all stakeholders via the school website or any other means.
12. The Principal shall ensure that staff, students, and parents within the CAPE school community are aware of this board policy.
13. The Principal shall ensure that work life balance is sustained.

References:

Education Act

CASS Workplace Wellness for Alberta School Authorities: A Planning and Implementation Guide

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CAPE charter

Policy Manual, Section 9

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