

# 1

## What could we do collectively to fill important needs gaps?

- Coordinating conversations between national level funders and initiatives/leadership to better identify gaps

## Who can contribute?

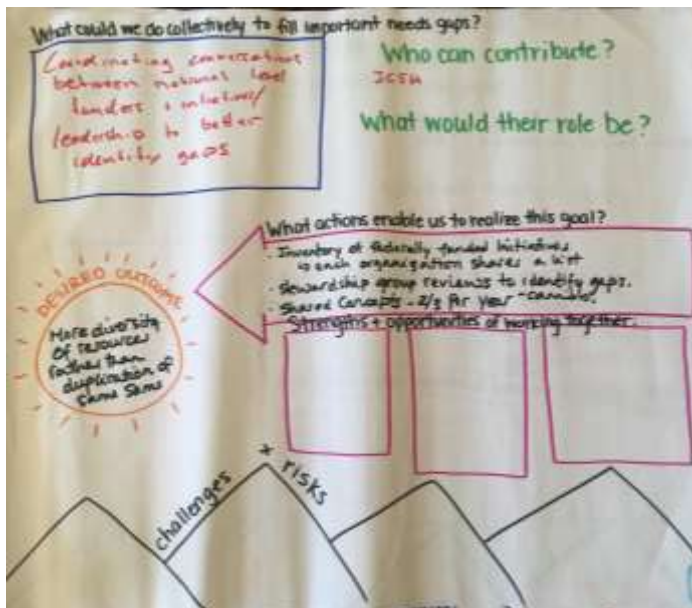
- ICSH

## Desired Outcome

- More diversity of resources rather than duplication of same

## What actions enable us to realize this goal?

- Inventory of federally funded initiatives
  - Each organization shares a list
- Stewardship group reviews to identify gaps
- Shared concepts – 2/3 per year – cannios



# 2

## Who can contribute?

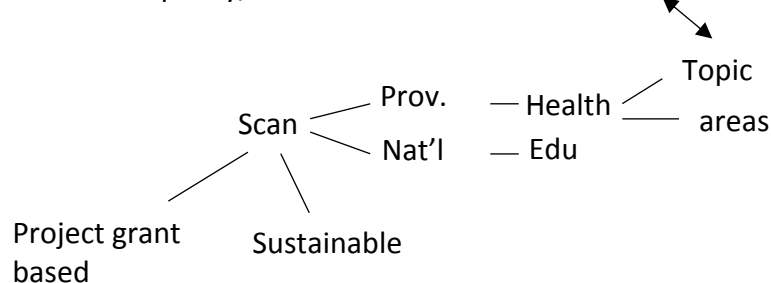
- JCSH? – is anyone doing this work nationally?

## What will be their role?

- ID contracts within this area

## What activities enable us to achieve this goal?

- Framework to ID capacity/investments into various areas.

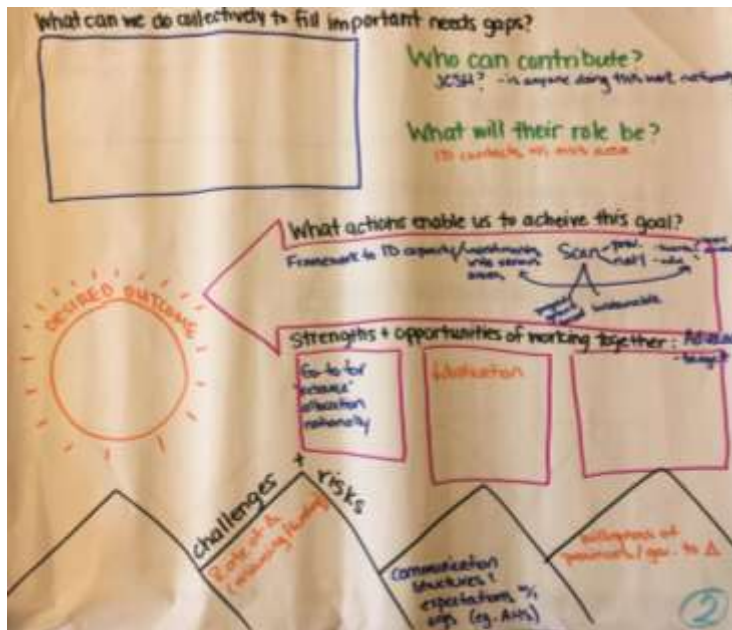


## Strengths + opportunities of working together

- Advocacy
  - Target
- Go to for resource allocation nationally
- Decrease duplication

## Challenges + risks

- Rate of change (resourcing/funding)
- Communication structures and expectation within organizations (eg. AHS)
- Willingness of provinces/gov't to change



## 3

### What could we do collectively to fill important needs gaps?

- Income efficiency
  - Fund dev't and pooling of resources to internally support "the Alliance"

### Who can contribute?

- Teachers

### What actions enable us to realize this goal?

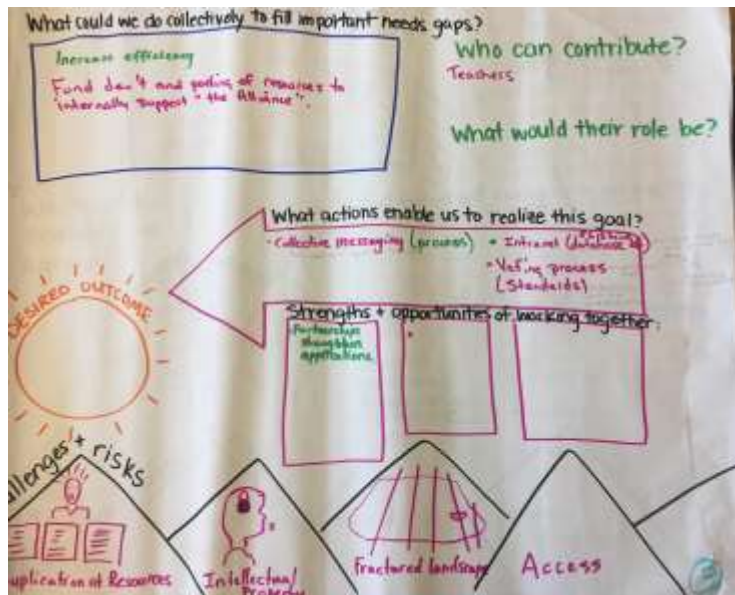
- Collective messaging (process)
  - What is a quality resource?
- Intranet (existing database)
  - What exists and where are they?
  - Facilitate connections
- Vet'ing process (standards)
  - What are steps
  - Building a daily rate into proposals

## Strengths + opportunities of working together

- Partnerships strengthen applications

## Challenges + risks

- Duplication of resources
- Intellectual property
- Fractured Landscape
- Access



## 4

### What could we do collectively to fill important needs, gaps?

- Embedding CSH course in BEd
  - Also continuing in-service, i.e. patriciate qualifications, AQ courses, school admin (A FED HRS) —> Shared resources
- Increase awareness
- Collective responsibility
- Identify gaps

### Who can contribute?

- Deans of education
- More than the teacher, Ed Professionals

### What will their role be?

- Increase understanding of PHE in the school setting
- Endorsing
- Making cords/linkages

### Desired Outcome

- Teacher + student wellbeing + self-efficiency
- We must me creatable as a group

## What actions will enable us to achieve this?

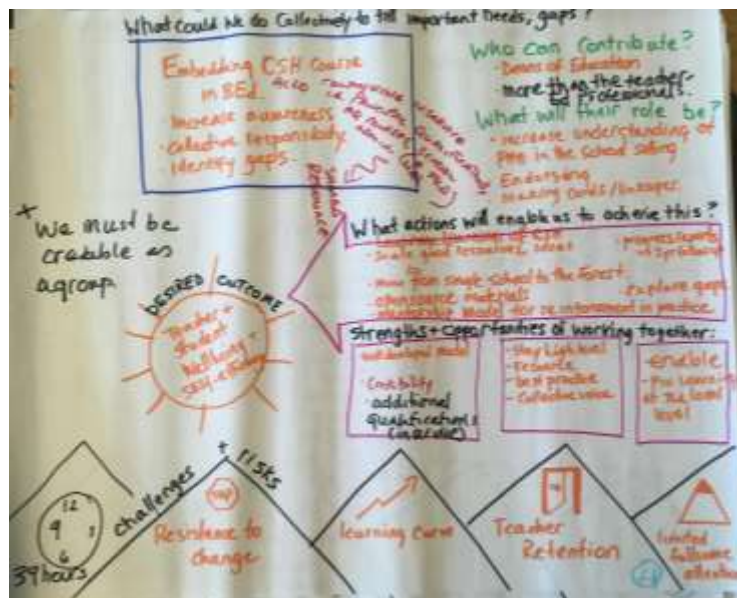
- Leverage learnings of CSH
- Scale good resources, ideas
- Move from single school to the forest
- Open source materials
- Mentorship model for re enforcement in practice
- Progress reports
  - 3 yr. follow up
- Explore gaps

## Strengths + opportunities of working together

- Well-developed model
- Credibility
- Additional qualifications (in service)
- Stay high level
- Resource
- Best practice
- Collective voice
- Enable
- Pro learning
- At the load level

## Challenges + risks

- 39 hours
- Resistance to change
- Learning curve
- Teacher retention
- Limited fulsome attention



## 5

### What actions enable us to realize this goal?

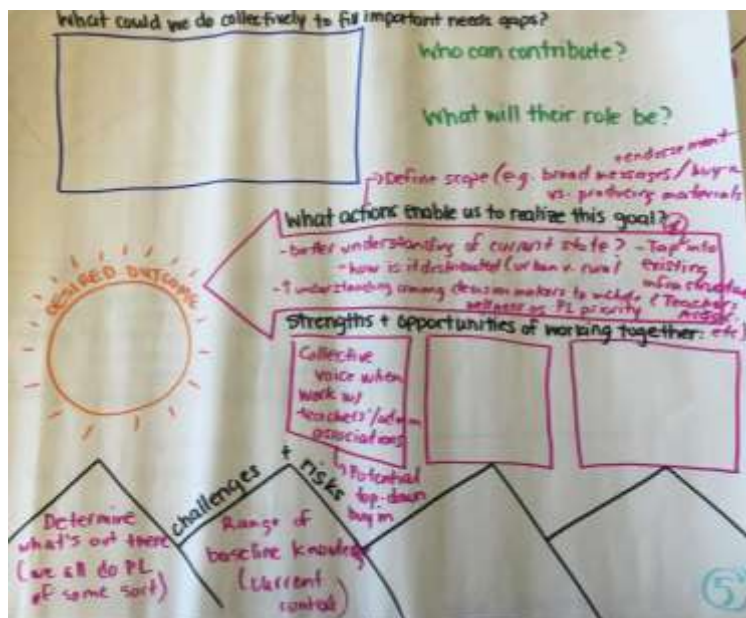
- Define scope (e.g. board messages/buy-in vs. Producing materials, +endorsement)
- Better understanding of current state?
  - How is it distributed (urban vs. rural)
- Increase understanding among decision makers to include wellness as PL priority
- Tap into existing infrastructure (teacher, ect.)

### Strengths + opportunities of working together

- Collective voice when working with teachers/admin associations
  - Potential top-down buy in

### Challenges and risks

- Determine what's out there (we all do PL of some sort)
- Range of baseline knowledge (current context)



## 6

### What could we do collectively to fill important needs gaps?

- Share knowledge, papers

### What will their role be?

- Who decides what is promising?

### Desired outcome

- Stop recreating the wheel – facilitate sharing promising practices

### What actions will enable us to achieve this goal?

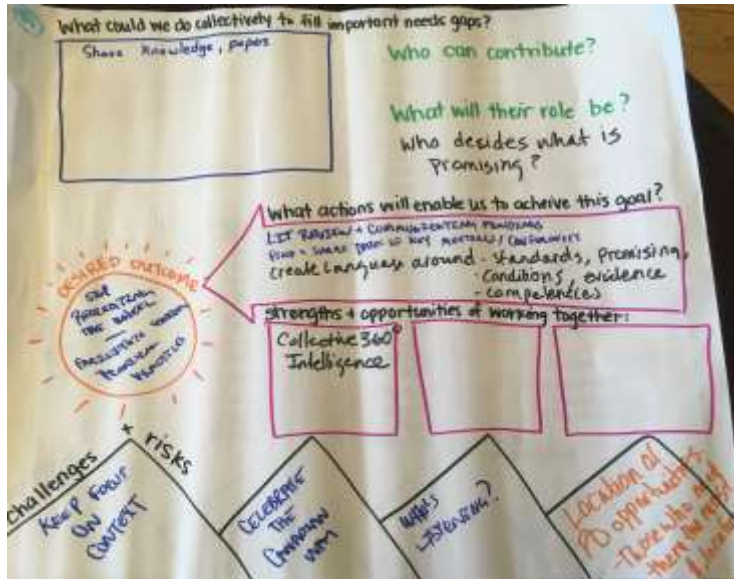
- LIT review + communicating findings
- Find and share dates of key meetings/conferences
- Create language around standards, promising, conditions, evidence, competencies

### Strengths + opportunities of working together

- Collective 360 intelligence

### Challenges and risks

- Keep focus on content
- Celebrate the Canadian way
- Who's listening?



## 7

### What could we do collectively to full important needs, gaps?

- Coordinate research agenda

### Who can contribute?

- Researchers, research funders
- CHIR, SSHRR, Parachute

### What will their role be?

- Catalyst for consolidated evidence briefs energizer movement forward HSC
- Knowledge moralization/translation

### Desired outcome

- Influence practice/front line

### What actions enable us to reach this goal?

- Advocate for knowledge translation to be written into calls for proposal
- Influence the research funders
- Create priorities with and for all stakeholders
- Call out to funders to share what's relevant
- Partnerships
- Call for proposals
- Two way
- Help with fit



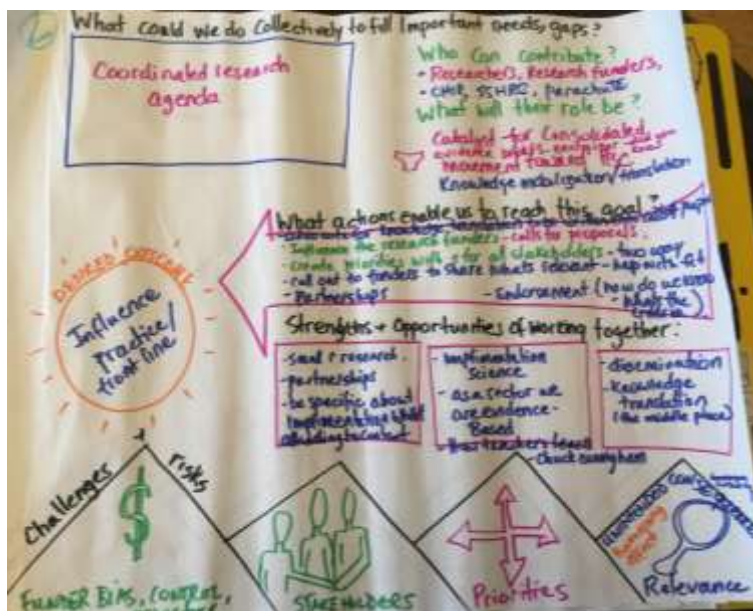
- Endorsement (how do we know – what's the criteria)

### Strengths + opportunities for working together

- Small research
- Partnerships
- Be specific about implementation whilst attending to content
- Implementation science
- As a sector we are evidence-based
- How teachers learn
- Chuck cunnigham
- Dissemination
- Knowledge translation (the middle piece)

### Challenges + risks

- Funder bias, control, priorities
- Stakeholders
- Priorities
- Unintended consequences
  - Boomerang effect
  - Relevance



8

### What could we do to collectively fill important needs, gaps?

- Declaration of commitment

### Who can contribute?

- Breakdown the walls between silo's

### What will their role be?

- Systems level

## Desired outcome

- School adoption

## What actions enable us to reach this goal?

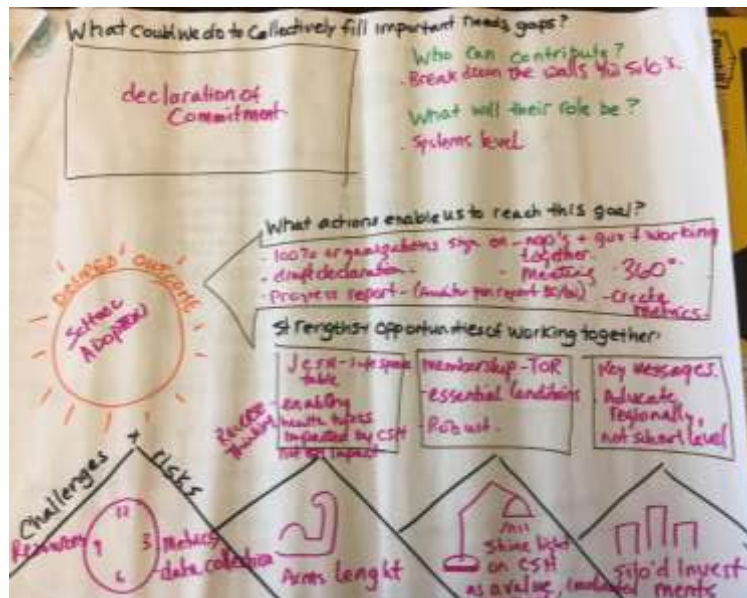
- 100% organizations sign on
- Draft declaration
- Progress report (auditor gen report BC/ON)
- NGO's + Gov't working together
- Meeting 360
- Create metrics

## Strengths + opportunities of working together

- JCSH – scite space table
- Enabling health topics impacted by CSH not GH impact (reverse thinking)
- Membership – TOR
- Essential conditions
- Robust
- Key messages
- Advocate regionally, not school level

## Challenges + risks

- Resources
  - Metrics
  - Data collection
- Arm's length
- Shine light on CSH as a value, coordinates approach
- Silo'd investments





## 9

### What could we do to collectively fill important needs gaps?

- Create the conditions to allow mission attainment

### Who can contribute?

- Strategic
- Courted

### What will their role be?

- Influencers that will enable the mission to be fulfilled
- Champions

### What actions enable us to reach this goal?

- Internal: Us – SELF – HELP
- External:
- Understanding crowded landscape regionally to tailor
- Key messages / different mechanisms

### Strengths + opportunities of working together

- Ed is uniquely governed
- Whole child emphasis
- Move beyond the issues dilutes the message
- District + provincial influence increase
- System level
- Decision makers in education + those looking to make influences in education
- Health authorities
- Position statements that help others down the line

### Challenges + risk

- What is our elevator pitch?
- Who has teeth?
- Crowded landscape
- Break through the noise

