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Teacher Wellness: An Interpretive Inquiry

by

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to the required standard

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ABSTRACT

Teacher stress literature is voluminous. There are numerous research studies that discuss what contributes to the stress levels of teachers. Missing in the literature is research on what makes teachers well. The purpose of this study was to build on and move beyond the teacher stress literature and investigate what makes teachers well. The objectives of the study were: to explore how teachers define wellness, to discover how teachers plan for their well-being, and to determine what wellness programs and services were available for teachers in School Districts throughout British Columbia, Canada.

This inquiry used interpretive phenomenology as a way to explore teacher wellness. Data were gathered from in-depth teacher interviews (n=11), a focus group (n=1), and surveys sent to British Columbia School District Superintendents (n=44) and Presidents of Local Teachers' Associations and Unions (n=55).

Two theoretical frameworks were used to guide the inquiry - Hettler's (1976,1979) Six Dimensions of Wellness model, and Bolman and Deal's (1997) Four Frame Organizational Model.

Six teacher wellness themes emerged to support both conceptual frameworks: holistic, finding balance, sense of self, self-responsibility, job satisfaction, and connection and support. Findings suggest that teacher wellness is a personal construct, unique to individual teachers and schools, but that there are common threads linking teacher wellness definitions. Activities that supported teachers' wellness included teaching, and connecting with and supporting colleagues and students.

Teacher wellness can also be linked to organizational development theory. Teachers reported they were well when they had structure in their work, were supported by administration,

colleagues, students, parents and the public, when the politics of teaching did not over-shadow teaching and when they were able to celebrate teaching.

Data collected from the questionnaires indicated that there were a number of teacher wellness programs and services available for teachers in School Districts in British Columbia. The list included Employee Assistance Programs and Employee and Family Assistance Programs (EAP/EAFPs), the British Columbia Teachers Federation (BCTF) Rehabilitation program, professional development, mentoring programs, district wellness initiatives, and health programs. Responses from Superintendents and Local Presidents of Teachers' Unions and Associations indicated that program offerings vary across School Districts, as did the funding for these programs. Data gathered from in-depth personal interviews indicated that participating teachers were not aware of these programs. Data also showed that although EAPs were listed as the top teacher wellness program, many Superintendents, Local Presidents and teachers did not believe them to be wellness programs.

A key finding was that teachers, Superintendents and Local Presidents of Teachers' Unions and Associations believed that Teacher Wellness was an important issue that should be addressed. Another key finding was that there was no designated leader in the British Columbia public school education system to take on a leadership role with regard to Teacher Wellness.

The findings of this study suggest that support is needed from both the teachers and the administration for Teacher Wellness programs to succeed. More importantly, teachers must have the opportunity to design a program to meet their individual and school needs. A blend of both current wellness research and organizational development theory may assist in a strategic planning process for Teacher Wellness programs.

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DEDICATION

To Ron Carter, my husband and friend, whose love, support and understanding allows me to climb every mountain.

To my son, Lindon Carter, whose magic and love of life keeps me enthusiastic and committed to living well.

To the memory of my parents: my mother, Eleanor Elizabeth Lauzon, who taught me that hard work is worth it and my father, Paul Andre Lauzon, who always believed I had special gifts to share.

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CHAPTER ONE

INTRODUCTION

A Work In Progress...
By Lara Lauzon

As is spinning a thread –
the strength of the thread lies in
the overlapping of many fibers
not just one thread that holds everything together.

There are essential threads
but there is no accidental thread –
instead of identical threads there are similarities
you don't just get another thread – you get a cascade.

Think of what is present –
think about what is past and what might come
and understand that
what might come might make what was past look different.

Wellness is a nebulous term that can be, and is, defined in many ways. Wellness includes social, emotional, physical, intellectual, occupational and spiritual components. It also means, to some, balance and harmony in each of these areas. The poem above, written when I was a student in a summer graduate school class on qualitative research, also symbolizes wellness. The poem represents the beginning of both a personal and an academic journey - an exploration of teachers and wellness and completion of this Ph.D. dissertation, *Teacher Wellness: An Interpretive Inquiry*. The poem is where the beginning began. The journey continues, and what came, made what was past look different.

Through connections with committee members, teachers, school district superintendents, local presidents of teachers' unions and associations, journal articles,

reports, books and discussions with colleagues working in the health and wellness field, the threads of inquiry began their cascade. The strength of this research lies in the overlapping of these threads. One thread is a conviction that Teacher Wellness is an important area of inquiry. Another is the vision of a broader definition of wellness.

Background

Changes in the current public education system have created a variety of changes in working conditions for teachers across Canada and the United States. Many educators believe that these ongoing changes have created not only stressful working conditions, but also what is often referred to as a stress epidemic (Wangberg, 1984; Jenkins, & Calhoun, 1991; Gallen, Karlenzig, & Tamney, 1995; Drago, et al, 1999).

Seyle (1974), defined stress as “the nonspecific response of the body to any demand made upon it” (p. 14), or “the rate of wear and tear in the body” (p. 151). The positive stress response occurs when emergencies arise and agents we are exposed to “produce a nonspecific increase in the need to perform adaptive functions and thereby reestablish normalcy” (Seyle, 1974, p. 15). He described this desirable stress as eustress. He also suggested that there are negative consequences of the stress response. Damaging or unpleasant stress is labeled as distress and can affect the immune, digestive, cardiovascular, nervous and reproductive systems. It is distress that is of concern.

Published reports suggest that teacher [dis]stress and burnout costs billions of dollars annually through absenteeism, staff turnover, and disability claims (Frase & Coumont, 1995). In a national study conducted by the Canadian Teachers’ Federation, 55% of teachers responding to a stress scale questionnaire indicated that they were almost

always exhausted at the end of a regular school day and 45% indicated that their workload was too heavy to do their job well (King & Peart, 1992). Health problems reported by teachers included physical problems such as chronic fatigue, insomnia, high blood pressure, and cardiovascular difficulties severe enough to require immediate or prolonged medical attention. Behavioural problems such as mood swings, increased irritability, and loss of caring for people, feelings of helplessness and a preoccupation with negative self-talk were also reported (Hawkins-Eskridge & Coker, 1985; Jenkins & Calhoun, 1991). Educators, who experience emotional exhaustion, negative self-evaluation and depersonalization resulting from stress, experience great difficulty in the execution of their professional responsibilities (Fimian, 1982).

A series of research reports from the British Columbia Teachers' Federation (BCTF) (Schaefer, 2002, WLC-04; WLC-05) has identified significant aspects of workload and stress for teachers. From an international perspective, teachers in England, Wales, Australia and the United States are leaving the profession because of stress issues (Kyriacou, 1987; Naylor, 2001, WLC-01). Stress in the teaching field is also impacting recruitment of teachers (Naylor, 2001, WLC-01). "Teachers are sacrificing their physical and mental health, and in some cases their relationships, to maintain their programs and classes. ... This represents a severe and unsustainable imbalance in many teachers' lives" (Naylor, 2001, WLC-03, p.5).

In British Columbia, King and Peart (1992) found that B.C. teachers reported higher stress levels than teachers in any other province. Twenty-one percent of respondents in B.C. reported high stress levels compared to a low of 11% in Prince Edward Island. Fifty percent of B.C. teachers felt that their daily workload was too heavy

to do their job well as compared to 45% nationally. Fifty-eight percent of B.C. teachers reported feeling exhausted at the end of the day compared to 55% nationally.

Michelson and Harvey (2000) compared the stress levels of teachers to persons with the same level of education in white-collar manager and administrator jobs. Responses to the questions: "How often do you feel rushed?", "Do you feel you are constantly under stress?", and "Do you feel that you just don't have time for fun?" (p. 5), indicated that although the differences between teachers and managers/administrators were not statistically different according to chi square analyses, the teachers showed higher stress on each question. Sixty percent of teachers compared to 51% of managers/administrators felt rushed everyday, 39% of teachers compared to 34.5% of managers/administrators felt that they were constantly under stress and 34% of teachers compared to 25.5% of managers/administrators did not have time for fun. Their research also found that reforms that put additional classes and students into an Ontario teacher's school, which then took away preparation time, created disproportionate increases in the work that teachers then had to do outside normal working hours.

Some school districts have implemented organizational development theories and models to reform, restructure and reorganize the education system (Hanson, 1997). As a result, some positive changes in the operation of the public education system have taken place (Watts, & Castle, 1993; Kroeker, 1996; Ryan, 1995; Ryan, 1996; Hargreaves, 1997). Williams (1993) reports that initiatives for change in the Chilliwack, B.C. School District included 1) adopting a district and school based strategic planning process and 2) redefining the role of school administrators and developing a new model for leadership training (p. 16). However, the motive for change has often been system based and

applied to organizations and not people. A review of literature indicated that there has been little emphasis placed on the important aspect of the personal wellness of teachers themselves (Mills, 1989; Gibson, 2001).

Teachers are a key component in the public education system and the central budget cost. In 1999, \$2,796 billion or 77% of the total school district operating costs in B.C. was allocated to personnel (B.C. Ministry of Education, Skills and Training, Personal Correspondence, July 21, 1999, File NO; 12300-20/SD61). Focusing on the well being of teachers might be an effective way to support the change process in the education system. Teacher wellness planning could assist in the transformation and revitalization of teachers. Teachers, who are well, might be a missing link in education reform.

There are tangible rewards for looking after one's own health. Wellness authorities suggest that attention to personal lifestyle can improve well-being and that making healthy lifestyle choices can increase energy levels, job satisfaction and coping mechanisms (Hettler, 1984; Pelletier, 1994). Healthy and well employees are also more productive employees (Blanchard & Tager, 1985). Teachers, who are well, may be at less risk from prolonged occupational stress that can lead to both mental and physical health related issues. They may also be better able to cope with stress that can impair working relationships between administrators, colleagues, students and parents.

Focus of the Inquiry

This inquiry emerged out of a professional and personal interest in teacher wellness. As a presenter of Professional Development Day (PRO-D) wellness workshops,

I had many requests for information on wellness planning for teachers. To follow up on these requests, I had informal discussions with the Professional Development Coordinator at the British Columbia Teachers' Federation (BCTF), School District Trustees, Superintendents, Principals and teachers in a number of school districts throughout British Columbia. I discovered that there was not a provincial teacher workplace wellness program in place. There were Employee Assistance Programs (EAPs), but these did not appear to be preventative in nature or focus on wellness. Their thrust was to provide programs and services for teachers who were not well. While there were some individual school wellness programs, no comprehensive study had been done to assess teacher wellness in B.C.

As an individual with many 'teacher' colleagues, I was also concerned about the teachers I knew - teachers who had been passionate about teaching, who had had long careers as teachers and who were applying for short and long term disability leaves due to high levels of stress and physical symptoms that inhibited their ability to teach. Some were seriously considering career changes.

As a Ph.D. student, with many years of experience in the design and delivery of fitness and wellness programs, I believed that I could make a difference. My initial plan for research in the area of Teacher wellness was to create a pilot program designed to measure the effects of a Teacher Wellness Program. The program would be offered in a stratified random sample of school districts throughout British Columbia. Pre and post testing would be done to determine overall wellness levels of teachers before and after program implementation. The program would include fitness sessions, nutrition information, healthy cooking classes, stress management sessions and 'other' sessions as

determined by a needs assessment of teachers in the districts. If results of the study indicated that worksite teacher wellness programs were successful, recommendations could be made to the major stakeholders in the education system.

Upon reflection of the work involved in the pursuit of my Ph.D. degree, which included course work, research and relationship building, I can now recognize the importance of 'process' in the design of post-graduate studies. As stated in my poem, what came did make what was past look different.

During the process of researching 'Teacher Wellness', it became clear to me that my proposed study did not honor the basic tenet of wellness: that wellness is a unique individual process and has a connection to the core values and beliefs of individuals. I will never forget a specific discussion with one of my committee members when I was asked, "Given that you have extensive experience in designing and implementing fitness and wellness programs, and that you have studied the effects of leadership on adult learners where leadership is provided and then taken away after program implementation and completion, and given that you continue to tell me you believe wellness is unique and individual, why would you want to leap in with a 'canned wellness program' for teachers? Where is the integrity of your research?"

The threads were spinning. What was it that I was attempting to study anyway? Why was this process getting more difficult instead of easier? If I had the answer, why was I having difficulty articulating the question? As I discovered, this meeting was not an accidental thread. It was the beginning of yet another thread and the overlapping of the many fibers that were to hold my experiences as a graduate student and my research

together. It was a turning point. It encouraged further dialogue on teacher wellness, on integrity in research, and research design and methodology.

Statement of the Problem

All life is a search for the question.

Northrop Frye

The question, as it turned out, was “What is Teacher Wellness?”

Current research in the area of wellness does not provide a broad or in-depth description of teacher wellness. Nor does the research indicate how teachers stay well in what has been called by many educators, “turbulent times” (Gallen, Karlenzig, & Tamney, 1995). The statement of the problem, then is: As current research does not provide a definition or description of what teacher wellness is, there is a need to explore teacher wellness and discover what makes teachers well. Before planning, designing, and implementing Teacher Wellness programs, it would be prudent and respectful to dialogue with teachers and hear their voices so they may participate in teacher wellness planning.

Thus, a major shift from prescriptive wellness, quantitative data collection, and pre and post testing of teachers’ wellness levels occurred and moved to a process of inquiry that included exploration and discovery. I set out to find out about teacher wellness.

The crafting of some central questions drove the inquiry. What is teacher wellness? How do teachers define wellness? How do teachers stay well? These questions were the subject and the object of the research. These questions represent the statement of the problem.

Purpose of the Inquiry

The purpose of the inquiry was to build upon and move beyond the teacher stress literature and investigate what makes teachers well. The objectives of the inquiry were:

- 1) to explore how teachers define wellness,
- 2) to discover how teachers plan for their personal well-being,
- 3) to determine what wellness programs and services were currently in place for teachers in School Districts throughout British Columbia, Canada.

Conceptual Frameworks

As this research blended both qualitative and quantitative data collection methods, I chose to use phenomenology as a way of exploring Teacher Wellness. Creswell (1998), says “whereas a biography reports the life of a single individual, a phenomenological study describes the meaning of the lived experiences for several individuals about a concept of the phenomenon” (p.51). However, the differences between the philosophical roots of phenomenology raise methodological issues that influence research intentions and outcomes (Kerry & Armour, 2000). Where Husserlian phenomenology attempts to bracket preconceived notions of biased suppositions, Heideggerian phenomenology assumes that personal history cannot be bracketed out of a research process. Instead, a person’s history is an important part of the understanding of the findings gathered during the research process and that interpretation of the findings cannot occur without a reference to our background and pre-understanding of our world (Kerry & Armour, 2000).

A detailed discussion of phenomenology and the similarities and differences between Husserlian or eidetic phenomenology and Heideggerian or hermeneutic phenomenology, also referred to as interpretive inquiry, will be provided in the Methodology section, Chapter Three. However, at this point, it is necessary to state that I have embraced Heidegger's philosophy of phenomenology where "we perceive the world from our own experience and background" (Kerry & Armour, 2000, p.6) therefore, there is not a division between the researcher [me] and the world I perceive. Koch's (1995) understanding of Heideggerian phenomenology includes the notion that:

...nothing can be encountered without reference to the person's [researcher's] background understanding, and every encounter entails an interpretation based on the person's background in its 'historicality'. The framework of interpretation that we use is the fore-conception in which we grasp something in advance (p.830).

Having worked for many years as a teacher and consultant in the wellness field, I have read numerous journal articles and books about wellness: wellness in the workplace; personal wellness; lifestyle planning and wellness and human potential. Therefore, as a researcher, although I have the responsibility to make every effort to listen to the participants' voices, I also bring with me a rich history of study and reflection, or fore-conception, about wellness. Thus, two conceptual frameworks to assist me in the gathering, understanding and interpretation of the findings as I explored Teacher Wellness were chosen.

The first conceptual framework is a well-documented wellness model developed by Hettler (1979), [National Wellness Institute Inc., 1993]. This model, adopted by many university, corporate and public health programs, encompasses six dimensions: social, occupational, spiritual, physical, intellectual and emotional. It provided me with a

framework in which to explore Teacher Wellness. This model will be described, in detail, in Chapter Two, the Review of Literature.

Since schools are organizations, I also felt it necessary to broaden the lens through which I was looking to include an organizational wellness perspective, in addition to an individual teacher perspective. It is difficult to separate individual [teacher] and organizational [school] wellness. Bolman and Deal (1997) have suggested that successful organizations can be seen through four frames of reference, which include a Structural Frame, A Human Resource Frame, a Political Frame and a Symbolic Frame. Using their Four Frame Model throughout the research process I was able to develop a greater appreciation and deeper understanding of Teacher Wellness as it links to Organizational Wellness. Further discussion about this framework will also be provided in Chapter Two.

Morse (1994) suggested that established theory can be “used as a backdrop to sensitize and illuminate the data or to enlighten the researcher” (p. 29). These two conceptual frameworks facilitated the research process.

Significance of the Inquiry

Teacher Wellness is a complex topic. As I began a review of the literature about Teacher Wellness more questions than answers arose: Who is responsible for the health and well-being of teachers - The Ministry of Education, School Trustees, School Administrators, Principals or the teachers themselves? Could it be a shared responsibility of all the stakeholders in the education system? Could parents and students play a role in supporting teacher wellness? Why are there numerous, successful Corporate Health and

Wellness Worksite programs in existence in Canada and the United States, but few Teacher Wellness programs in place? Why does the teacher stress literature focus almost exclusively on salary and workload issues and not include research on how teachers take care of themselves or how the school system takes care of them? Why are some teachers well and others not? The significance of studying the area of Teacher Wellness grew. While there is much research on teacher stress, there is very little literature on teacher wellness. There was no literature available that could help me find answers to the above questions.

Organization of the Dissertation

This dissertation includes an Introduction chapter, a Review of Literature, a chapter detailing methodology used, a Results Chapter, a Discussion Chapter, Recommendations and Conclusions and an Epilogue. The Introductory Chapter, introduces the researcher, and presents the background, focus, statement of the problem, purpose, conceptual frameworks, and significance of the inquiry.

Chapter Two, the Review of Literature is presented in three sections. The first section introduces wellness as a concept and traces the history of the wellness movement. The second section describes breakthrough works and research that has contributed to the wellness movement. The third section explores wellness as it pertains to the education system and more specifically to teachers.

Chapter Three, Methodology, describes the research methodology used for this inquiry. This Chapter also describes the research questions, how the participants were recruited, and how data were collected, managed and analyzed. Chapter Four, Findings,

tells the story of the teachers' experience of wellness, their wellness definitions and their views of what makes teachers well. This Chapter also presents survey data gathered from Superintendents and Presidents of Teachers' Unions and Associations in British Columbia about district and site-specific teacher wellness programs and services.

The Analysis and Discussion, Chapter Five, shares an analysis and interpretation of the findings. Chapter Six, Conclusions and Recommendations, offers concluding thoughts on the research process and makes recommendations for further research and application of the findings in the area of teacher wellness. An Epilogue, Chapter Seven describes a Teacher Wellness initiative that was started by two teachers who participated in the inquiry.

CHAPTER TWO

REVIEW OF LITERATURE

Many authors have made attempts to define wellness. An extensive review of the wellness literature was part of the research process for this study. Over two hundred journal articles, books and web sites were read or accessed to determine how wellness was defined and to find research about teacher's wellness. This chapter begins with a history of the wellness movement and an overview of current wellness models. The next section describes breakthrough works and research initiatives that have contributed to the wellness movement. A review of literature about teacher wellness follows. Unpublished thesis and dissertations are cited as there were not many published journal articles available about teacher wellness. The last section describes the organizational development model used as a conceptual framework to 'frame' schools as organizations.

History of the Wellness Movement

Aesculapius (Asklepios) – Greek god of Health

Although some authors (Mullen et al, 1996; Ardell, 1999) have suggested that the wellness movement began with Dr. Halbert Dunn (1961), whose idea of high level wellness was based on the World Health Organization's (WHO) definition of health, we can travel back to ancient Greece to discover what Stanton (1999) calls "our earliest and most enduring icons and ideals of medicine and health. The image of the physician in the Western World originates with the Greek god of health and father of medicine, Asklepios, whom we also know by his more familiar Roman name, Aesculapius" (p.

476). Aesculapius was the son of Apollo and his mortal mistress Coronis. According to Greek legend, Apollo killed Coronis after he discovered she had been unfaithful to him. Pregnant at the time of her death, her unborn child was delivered and given to Chiron, the centaur, to raise and train in the art of healing. Aesculapius thus became the symbol of the healer in both ancient Greece and later in the Roman Empire. His skill was so great he expanded the art of healing to raising people from the dead. The ancient symbol of Aesculapius, a knotted wooden staff around which a mystical snake is coiled, has become the symbol of the medical profession. Stanton (1999) states that this is the true symbol of medicine and represents a system of care that included a pluralistic approach to holistic health.

Although Aesculapius had seven children who were all skilled in the art of healing, two of his daughters were the most celebrated healers. Panacea believed that the best way to help people was to treat illnesses. Her sister, Hygeia, believed it was important to teach people how to live so that they did not become ill (<http://www.inta.net/info/aesculapius>). Thus, Panacea's method of health care might be compared to today's medical system, that of disease care, while Hygeia's approach could be aligned with current wellness advocates who believe educating people how to live healthy and well lifestyles promotes optimal well-being. Their legacy is our understanding of the words *panacea*, which means to heal, a remedy for all difficulties, a cure-all and *hygiene* meaning healthy; akin to well and to living; a science of the establishment and maintenance of health; conditions or practices conducive to health (Woolf, 1994).

Today a caduceus showing two snakes around a single slim staff surmounted by wings is often used as a symbol for many medical, chiropractic and dental businesses.

This staff is not the staff of Aesculapius. It is the magic wand of the god Hermes who was the messenger of the gods and the patron of trade. His staff was a symbol of commerce. Hermes was also considered the god of thieves (<http://www.in-ta.net/info/aesculapius/>) and the deity of athletes. His work included protecting gymnasiums and stadiums (<http://encarta.msn.com>).

Young Men's Christian Association (YMCA) and Young Women's Christian Association (YWCA)

The YMCA and YWCA movement might also be considered a wellness movement. The mission of both organizations is the growth of all persons in spirit, mind and body, and a sense of responsibility to each other and the global community” (YMCA Canada Home Page, What is the YMCA? <http://www.ymca.ca>; YWCA Canada Home Page, History of the YWCA of/du Canada, <http://www.ywca.ca>). Today, the YMCA serves 30 million people in 120 countries while the YWCA has 101 national organizations and has two million members. .

Some historical events and services organized by the YMCA in Canada include serving the poor and homeless and leading physical exercise. The YMCA also pioneered reading rooms, summer camps for young men, and the invention and introduction of basketball by James Naismith, the Canadian Physical Director.

Health and wellness became more formalized in 1919 when the National Council of YMCAs developed the Canadian Standard Efficiency Test as the “the first standardized testing available to assess a young boy’s religious, intellectual, social, and physical standards” (YMCA Canada Home Page, History of the YMCA in Canada

<http://www.ymca.ca/>). In 2002, the YMCA of Canada submitted a report based on their extensive work with community groups around lifestyle issues, to the Romanow Commission on Federal Health Care and called “for more investment in health promotion and disease prevention” (YMCA Canada Home Page, History of the YMCA; <http://www.ymca.ca/>).

The YWCA in Canada also had a long history of supporting the well-being of young women. In 1894 the first School of Domestic Science opened at the Hamilton, Ontario YWCA. The Big Sister movement was started by the Toronto YWCA in 1912. In 1933 counseling was introduced as a service provided by the YWCA. A submission was made to the Royal Commission on Status of Women, in 1969, calling for an increase in and quality of child care services and improved education and training for women was made. A national Fitness Leadership Certification Program was launched in 1983. In 1991, a new national logo was introduced which represents a commitment to holistic development of women and communities. It is a combination of three open triangles, symbolizing openness and inclusivity and balance of spirit, mind and body.

In 2001, the YWCA of Canada also responded to the Romanow Commission on the future of Health Care in Canada and included the recommendation that: “The federal government lead in promoting wellness by requiring a Population Health (gendered-based) analysis of all government initiatives” (About the YWCA – What’s New (2002). YWCA News... http://www.ywca.ca/index_about.shtml).

From the YMCA and YWCA’s infancy in the mid 1800’s in England, to the present time, the programs and services of these organizations have grown to include an emphasis on individual, family and community wellness. The leaders of these

organizations have understood the basic tenets of wellness and the interrelatedness of humans and their world.

World Health Organization

“While the second world war caused immeasurable ruin and undermined the health of tens of millions of human beings, it also brought immense progress in the fields of science and technology as applied to medicine and hygiene. At the end of hostilities it was therefore of urgent importance to entrust to a powerful and competent international body the task of applying modern remedies to this perilous situation (World Health Organization, 1947, p. 3).

Although public health has a long and varied history worldwide, another event that occurred in 1945 could be considered of utmost importance with regard to the wellness movement. The setting was the United Nations Conference on International Organization held in San Francisco in 1945 and the purpose of the meeting was to draw up the Charter for the United Nations. Three medical specialists were at this meeting: Dr. Karl Evang of Norway, Dr. Geraldo de Paula Souza of Brazil and Dr. Szeming Sze of China. Their chance meeting and commitment to health issues in their respective countries resulted in the recommendation that the concept of health be included in the Charter of the United Nations. As stated in the Chronicle of The World Health Organization, “Its inclusion in this basic document represents an acknowledgment that social, economic and even political progress is conditional on improvement in the state of the health of the people” (WHO, 1947, p. 3). With this inclusion in the Charter of the UN came acceptance for the establishment of an international health organization. In 1945 there were a number of pre-existing health organizations: the Office International d’Hygiene Publique (OHIP), the League of Nations Health Organization and the Health

Division of the United Nations Relief and Rehabilitation Administration (UNRRA). Regional organizations such as the Pan American Sanitary Bureau and The Egyptian Sanitary, Maritime and Quarantine Board also existed. The doctors' aim was to bring all of these fractious organizations together into a single, worldwide, intergovernmental health organization. It would "assume responsibility for the work of the earlier bodies but have an extended role necessitated by the new problems arising out of the war and the changed conditions of the post-war world" (World Health Organization, 1947, p. 1).

A Technical Preparatory Committee met in Paris, France in March 1946, and wrote a draft Constitution for the World Health Organization. Included in the Constitution of this new international health organization was the declaration that "the enjoyment of the highest attainable standard of health is [would be] one of the fundamental rights of every human being" (World Health Organization, 1947, p. 2).

A consensus on the WHO definition of health was the result of many discussions between sub-committee members who wanted to "emphasize the importance of the preventive side of health" and "mental health" (Sze, 1988, p. 33). The final text of the WHO definition of health, was, "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (WHO: WHO as an Organization Preamble to the Constitution of the World Health Organization, as adopted by the International Health Conference, New York, 19-22 June, 1946; signed on 22 July 1946 by the representatives of 61 States - Official Records of the World Health Organization, no. 2, p.100) and entered into force on 7 April 1948, http://www.who.int/nv/topicgroups/who_organization/en/index.html). This definition combines both *panacea* and *hygiene* and more importantly consociates the terms health

and well-being. Dr. Brock Chisholm, a psychiatrist from Canada, became the first Director-General of the World Health Organization.

Early and Current Wellness Promoters

It was a difficult task to select and write about key individuals who shaped the wellness movement from the 1950's to the present. There were many players in the movement and many stakeholders who made a difference. There were those working and researching in the field of humanistic psychology such as Maslow (1968), Rogers (1961) and others. There were pioneers in the physical education and fitness field such as Doris Plewes (Dafoe, 1983) and George Sheehan (1975). There was Hans Selye (1974), the father of stress theory. There were health promotion and health education experts who have made major contributions to the health field by designing healthy public policy and health care models (Ross, & Mico, 1980; Simons-Morton, Greene, & Gottlieb, 1995; Green, & Kreuter, 1999). These are just a few of hundreds of experts whose work influenced the wellness movement and encouraged individuals to adopt lifestyle habits that support well-being.

The following section will highlight ten individuals whose commitment to wellness supports a holistic approach to lifestyles and an emphasis on personal wellness. Each has a unique way of defining wellness. Some have developed wellness models. They have all influenced the wellness movement in substantive ways through their writing, research and roles as wellness educators. Their impact stands above the rest.

Halbert Dunn, M.D., Ph.D.

Halbert Dunn has been called the pioneer of wellness. Ardell (1999) suggested that the term wellness was “first used nearly half a century ago by Dunn” (p. 3) and that his books and articles helped create the wellness movement. As a physician and Chief of the United States National Office of Vital Statistics from 1935 to 1950, Dunn became aware that the measurement of the health of American citizens was based on mortality and morbidity rates, possibly because “it’s easier to fight *against* sickness than to fight *for* a condition of greater wellness” (p. 3). An advocate for healthy living, he wrote a book called *High Level Wellness: A Collection of Twenty-nine Short Talks on Different Aspects of High-level Wellness for Man and Society* (Dunn, 1961). His own definition of wellness was based on the WHO’s definition of health, but he pointed out that the state of health was different than the process of wellness. He stated that health is a passive state of homeostasis or balance, whereas wellness is a dynamic concept of a process of continually moving toward one’s potential for optimal functioning. According to Dunn, High-level wellness for the individual,

...is defined as an integrated method of functioning which is oriented toward maximizing the potential of which the individual is capable. It requires that the individual maintain a continuum of balance and purposeful direction within the environment where he is functioning. (pp. 4-5)

Thus, wellness is dependent on three criteria: 1) direction and progress toward a higher potential of functioning, 2) the total individual which includes physical, mental, emotional, social and spiritual components, and 3) functioning and adapting for daily living and in times of crisis (Dunn, 1961; Mullen et al, 1996). While Dunn believed that there are different states of wellness, “complete well-being calls for all of these states to happen together – wellness of the body, of the mind and of the environment” (p. 2).

Although his book was published almost thirty years ago, his message seems more important than ever, especially for teachers today who are teaching in stressful times:

The concept of high-level wellness – in the individual, the family, the community – embodies the preventive aspects of many of the things we are now fighting in terms of disease and disability and social breakdown. Patching up is no longer sufficient. This is why high-level wellness is important to you and to me, and to the larger groups of which we are a part (p. 7).

John Travis, M.D.

Dr. John Travis founded the first Wellness Resource Centre in the United States in 1975. A medical doctor by training, Travis had been inspired by Dunn and decided to leave the formal practice of medicine and work to educate others about wellness. Pelletier (Travis & Ryan, 1981,1988) states, “Instead of focusing on treatment or the alleviation of symptoms, which John saw as only the tip of an iceberg, he focused his career on self-responsibility and prevention” (p. ix). His wellness model called the Illness/Wellness Continuum (Figure 1) provides a holistic view of human beings. Throughout the 1970’s, Travis developed wellness seminars and workshops that have been and continue to be used by educators, medical professionals, and wellness experts in the United States, Canada, Australia, Europe and New Zealand (Travis, 1981, 1988). Ardell (1985) suggests that articles on John Travis during the 1970’s were the first national public articles printed about wellness. Travis’ definition of wellness included these statements:

“Wellness is a choice – a decision you make to move toward optimal health.”

“Wellness is a way of life – a lifestyle you design to achieve your highest potential for well-being.”

“Wellness is the integration of body, mind and spirit.”

“Wellness is the right and privilege of everyone.” (Travis, 1981,1988, pp. xiv-xv).

He continues to write about wellness, with a new focus being global wellness and children and wellness. His website can be accessed at <http://www.thewellspring.com>

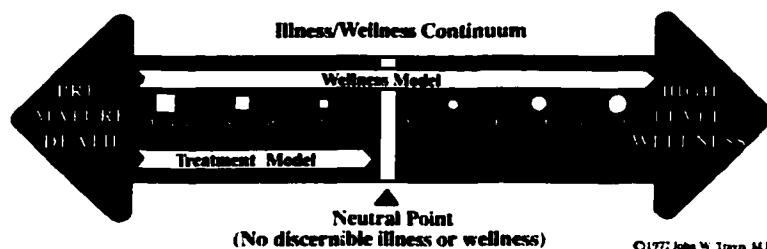


Figure 1. Illness/Wellness Continuum

From “Introduction” by J.W. Travis, M.D., and R.S. Ryan, 1981,1988, *The Wellness Workbook*, 2nd edition, p. xvi. Copyright 1981,1988 by Ten Speed Press. Reprinted with permission of the author.

Donald B. Ardell, Ph.D.

Another individual credited with moving the wellness movement forward is Dr. Donald Ardell. His first book, *High Level Wellness: An Alternative to Doctors, Drugs, and Disease*, was published in 1977 and re-written in 1986. It “had a massive impact on the American public. The book was read by professionals and lay persons alike. ... Just as Ken Cooper has had a significant impact on aerobic fitness world wide, Don Ardell has had a similar impact in the field of wellness” (Hettler, as quoted in Ardell, 1986, p. ix). Ardell’s first wellness model included five components (Figure 2). His latest model (Figure 3) combines three domains and 14 skills areas.

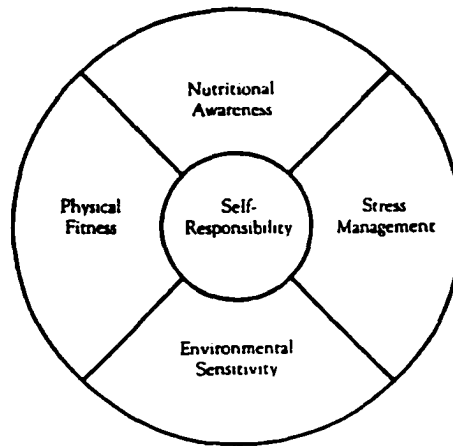


Figure 2. Dimensions of wellness. 1977-1986.

From D.B. Ardell, 1977, 1986, *High Level Wellness: An Alternative to Doctors, Drugs, and Disease*, p. 324. Copyright 1977,1986 by Ten Speed Press. Reprinted with permission of the author.

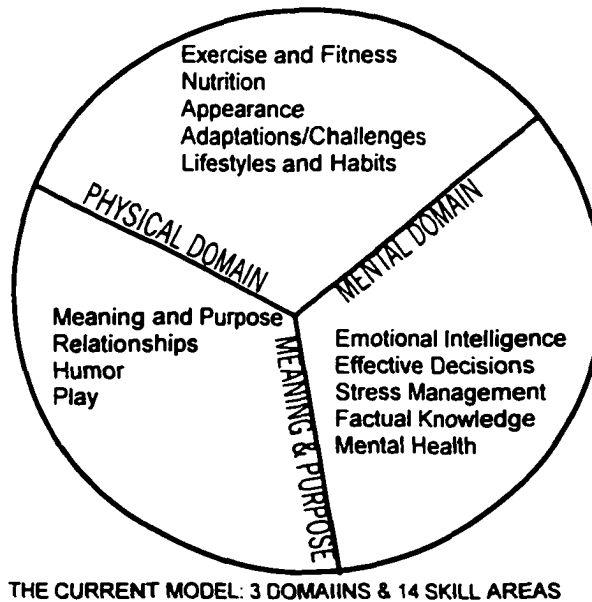


Figure 3. Current wellness model: 3 domains & 14 skill areas.

From D.B. Ardell, Wellness Models 2002 web site
http://www.seekwellness.com/wellness/wellness_models.htm Copyright 2002. Reprinted with permission of the author.

Ardell encourages us to adopt wellness as self-management for lifestyle artistry. Wellness, as defined by Ardell, is “a proactive, cheerful approach to life. [It’s] An ambitious set of attitudes and commitments for getting healthier” (Ardell, personal correspondence, April 5, 2002).

Ardell made a decision to move from work in the health promotion field to work in wellness when he became convinced that health planning had little effect upon the health system and that the health system had little effect on the health of the people. The author of fifteen books on wellness, the host of an Internet wellness talk show and the publisher of the Ardell Wellness Report, Ardell continues to write daily wellness essays and lecture worldwide as an advocate of wellness. He invites us to use the term wellness, as he believes the word health is often associated with the state we are in when we are not sick. He encourages people to embrace optimal existence that includes the continuum of the whole person (Ardell, 1999). His electronic wellness articles can be retrieved from <http://www.seekwellness.com/wellness>

Robert Allen, Ph.D.

Dr R. Allen (1981) developed the Lifegain model, a systematic approach to help people understand and change cultures to support wellness lifestyles. Allen believed that the culture we live in is anti-health and anti-wellness and actually encourages us to gain weight, choose unhealthy foods, not exercise, and live with high stress levels (Mullen et al, 1996). His research on western culture and its link with society’s health status indicates that barriers to wellness are set up to sabotage well lifestyles. He suggested that lifestyle is a combination of individual behaviour and socialization. Allen (1981) believed

that wellness consists of safety and the use of medical resources; abstinence from tobacco, alcohol, and drug usage; nutrition and weight control; exercise and physical fitness; stress and stress management; human relations, self-development, and community involvement.

His research combined work climate factors, such as a sense of community, and health risk behavior factors such as work-life balance and smoking (Allen, R.F., & Allen, J.R., 1987). His son Judd Robert Allen has continued his father's work at the Human Resources Institute, Inc. (<http://healthyculture.com>) and researches in the area of culture and wellness (Allen, 1993).

Bill Hettler, M.D.

In the 1970's, Dr. Bill Hettler, one of the co-founders of the National Wellness Institute (NWI) and currently the President of the Board, began his life's work in the wellness field at the University of Wisconsin-Stevens Point. His vision was to create a 'well' campus. As the Director of the health service and lifestyle program, he created a Lifestyle Assessment Questionnaire (LAQ), which included a wellness inventory. The LAQ has been redesigned as TESTWELL, a self-scoring wellness assessment that is available for personal or organizational use (Hettler, 1976/1979; National Wellness Institute, 1993). A short version is now available on-line at <http://www.nationalwellness.org>

Hettler believed that the excellent health care provided by the medical care industry could be improved with health promotion activities and educational opportunities that encourage self-care. In addition to student responsibility for health and

wellness, Hettler (1984) stated that there is an onus on institutions of higher learning to “encourage students to assess and make improvements in their lifestyle. The leading causes of death at the age of 20 are mostly accidental, but if we would look we can see that most of the top killers by age 40 are the results of lifestyle choices” (p. 17). Hettler’s definition of wellness is: “an active process through which people become aware of and make choices toward, a more successful existence

(Ardell, no date, <http://ww.seekwellness.com/wellness/interviews/hettler.htm>).

Hettler’s Six Dimensions of Wellness model was one of the theoretical frameworks used in this inquiry to study Teacher Wellness. As such, it is important to outline and describe the six components of this wellness model (Figure 4). The model and dimension descriptions can be accessed at

[\(http://www.nationalwellness.org/Home/Definition/\)](http://www.nationalwellness.org/Home/Definition/)

Social Dimension – This dimension encourages a collectivist view of the world - that of contributing to society, helping others and valuing the concept of interdependence. By improving the social dimension of life friendships can develop, networks can be created and an awareness of the impact we have on others as well as our world grows.

Occupational Dimension – Finding enrichment through our work or vocation can enhance our well-being. Hettler’s model encourages individuals to choose careers, which are consistent with their personal values, interests and beliefs. A ‘well’ occupation will engage people and allow for personal gratification and community contributions

Spiritual Dimension – The spiritual dimension inspires reflection on personal actions, beliefs and values. It is about truth in living. It is about meaning and purpose. Engaging

in spiritual growth connects people with the natural laws of the universe and helps them discover what their personal legacies might be.

Physical Dimension – This dimension includes cardiovascular health, muscle strength, endurance and flexibility. It also includes healthy eating and abstaining from substances that harm our body. In Hettler’s model, being physically well also alerts individuals to when medical help might be needed. As physical wellness is pursued a heightened awareness of the connection between the body, mind and spirit is experienced.

Intellectual Dimension – Lifelong learning assists us to continue mental growth. Intellectual wellness connects our knowledge about ourselves with others and the world around us. Intellectual wellness assists us in problem solving and building bridges.

Emotional Dimension - The ability to express and manage emotions effectively indicates wellness in this dimension. An emotionally well person is better able to have an optimistic viewpoint of life, while accepting that emotions are not always static. Effective stress management strategies are also part of this dimension.

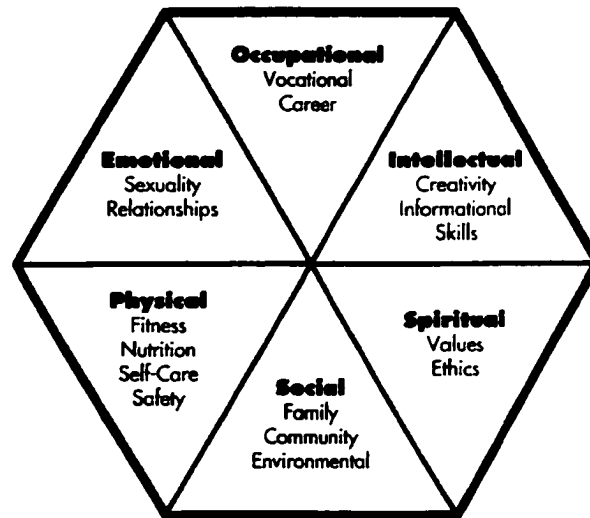


Figure 4. The six dimensions of wellness.

From. B. Hettler, M.D. 1976,1979; National Wellness Institute, 1993. Testwell, p. i.
 Copyright 1979 by Hettler, copyright 1993 by National Wellness Institute, Inc., WCB
 Brown & Benchmark Publishers. Reprinted with permission from the author.

Although Hettler is a medical physician, he appears to be convinced that health promotion and health care practices need to change. “The future costs of “illth” will eventually lead people to build in incentives to encourage self-care. ... It is time for leadership at the top to promote living well as if it were a part of the national goal” (as quoted in Ardell, February 2001 <http://www.seekwellness/interviews/hettler.htm>). Hettler himself has become a leader in the wellness field. He created the National Wellness Institute in the mid 1970’s and organized the Institute’s annual conference for over thirty years. He developed a nationally renowned University Health Service Department that has partners within the Student Life Division, as well as the university’s

administrative and academic units, and made a commitment to educate students about wellness by designing and delivering the Healthy American course at UW-SP. By February 2001, this course had generated over 30,000 student credit hours (http://wellness.uwsp.edu/Healthy_American). Hettler (1984) had much to do with curriculum changes at the University of Wisconsin – Stevens Point, which has a four-credit physical education requirement for all students. Choices range from the standard physical activity classes to credit classes such as weight-control, alcohol awareness, stress management and diabetic self-care classes.

Kenneth H. Cooper, M.D., M.P.H.

Dr. Ken Cooper has been labeled the father of the fitness revolution. Although Cooper's research has focused primarily on the fitness aspect of wellness, his worldwide contribution to health and lifestyle research is so great, he warrants a specific section in this review. After a successful military career, Dr. Cooper devoted his second career to studying the relationship of exercise to health and longevity. Although he recognized that drugs, surgery and heart transplants were making spectacular contributions to fighting heart disease, the number one cause of death in the United States (and Canada), Cooper, determined that physical exercise was not only an essential element in self-care, but also a significant factor in reducing the risk of heart disease. Further research ascertained that regular physical exercise was valuable in post-surgical rehabilitation programs. His findings revolutionized the fitness industry's understanding of health and wellness.

The Cooper Aerobics Centre, founded in 1970, now has eight divisions, including the Cooper Institute, whose mission statement is "...a non-profit research and education center dedicated to advancing the understanding of the relationship between living habits and health, and to leadership in implementing these concepts to enhance physical and emotional well-being of individuals" (<http://www.cooperinst.org/1.asp>). Other divisions include a Cooper Wellness Program and the Cooper Clinic. In his books and articles, Dr. Cooper encouraged people to take their health into their own hands. He warns us that the medical system cannot do it all. He says of people who do not take responsibility for their own health, "They think that with the advances in medicine they can abuse themselves and get it fixed later. Profit is not in health, it's in disease." (Richer, 2002). Many of his studies have shown that regular physical activity enhances over-all wellness of individuals (Cooper, 1968; 1970; 1975; 1977).

Cooper was not afraid to question the status quo of health promotion and the health care system. He states: "It was obvious that the way to reduce the cost of medical care was not through more hospitals, more physicians, more sophisticated and expensive equipment, but through prevention and teaching people preventive care. It was not so much that people were dying: they were killing themselves!" (Cooper, 1977, p.3-4). His impact has been significant. His scientific efforts and educational achievements have not only encouraged millions of people to begin a fitness program, they have encouraged us to reflect on how activity can enhance a wellness lifestyle.

Kenneth Pelletier, Ph.D., M.D.

Pelletier, a Clinical Associate Professor of Medicine at Stanford University School of Medicine, has also contributed greatly to the wellness movement. Presently he is an advisor to the U.S. Department of Health and Human Services (ODPHP), the National Resource Centre on Worksite Health Promotion, the World Health Organization and the Canadian Ministry of Health. In addition to over 200 professional journal articles in behavioral medicine, health promotion and psychoneuroimmunology, he is the author of seven books including *Mind as Healer, Mind as Slayer: A Holistic Approach to Preventing Stress Disorders* (Pelletier, 1977). His book, *Sound Mind, Sound Body: A New Model for Lifelong Health* (Pelletier, 1994), a five-year research project, focused on fifty-one prominent people who had achieved high levels of well-being. His findings indicated that optimal health not only depends on what we eat and how we exercise, but how we are connected to other people, how we define our purpose in life and how much effort we devote to improving the life of others. Pelletier's definition of wellness is as follows:

Health or wellness is an attitude or orientation comprising our basic values and beliefs about ourselves and the world around us. It is an inner quality that gives rise to particular health practices but cannot in itself be reduced to those practices. ... to grasp the deepest meaning of health, it is necessary to broaden its definition beyond the physical. Optimal health requires an integration of physical, mental, spiritual and environmental well-being. (Pelletier, 1994, p. 15)

He is convinced that our health care system must restore the whole individual, not just the body. He calls our present health care system a disease care system that has no vested interest in health. He suggests that as we continue to spend billions of dollars on excessive surgeries and unwarranted medications, we relegate individuals to a passive

role where responsibility or authority is void. However, he is not suggesting that we blame individuals for the health care system either.

... individual responsibility should not be equated with ‘victim blaming’ or the idea that a person’s thoughts or actions bring on cancer or any other disease. Instead, restoring individual responsibility recognizes that there are critical lifestyle choices we can all make to increase the likelihood of sustained health (Pelletier, 1994, p. 23).

He continues to study characteristics of individuals who, when faced with enormous adversity, are able to thrive and remain healthy, vital, highly functional and productive.

John Knowles

John Knowles (1977) edited an important publication called *Doing Better Feeling Worse: Health in the United States*. Essays by leading medical professionals reiterated the same theme over and over again: that increased health expenditures have not benefited the nation as expected. Knowles states, “The individual’s responsibility for his own health is supposed to be self-evident, how the rights of the individual related to the social good of the community and of the nation that are required to bear the costs of his irresponsibility and poor health habits is less obvious” (1977, p.5). He goes on to say:

I will not berate the medical profession, its practitioners and its professors – they reflect our culture, its values, beliefs, rites and symbols. Central to the culture is faith in progress through science, technology, and industrial growth; ... but the solution to the problems of ill health in modern American society involves individual responsibility, in the first instance, and social responsibility through public legislative and private voluntary efforts in the second instance. Alas, the medical profession isn’t interested, because the intellectual, emotional, and financial rewards of the present system are too great and because there is no incentive and very little demand to change” (pp. 58-59).

Knowles challenged everyone to think about the meaning of individual responsibility and individual freedom. He suggested that individual responsibility “flies

in the face of American history which has seen a people steadfastly sanctifying individual freedom while progressively narrowing it through the development of the beneficent state” (p. 59). In many cases, the government is held responsible and accountable for individual responsibility, which has been shifted to mean individual rights. “The cost of sloth, gluttony, alcoholic intemperance, reckless driving, sexual frenzy, and smoking is now a national, and not an individual responsibility. This is justified as individual freedom – but one man’s freedom in health is another man’s shackle in taxes and insurance premiums” (p. 59).

He believed that “the idea of a ‘right’ to health should be replaced by the idea of an individual moral obligation to preserve one’s own health – a public duty if you will. The individual then has the ‘right’ to expect help with information, accessible services of good quality, and minimal financial barriers” (p. 60).

Michael P. O’Donnell, M.B.A., M.P.H., Ph.D.

Dr. Michael O’Donnell, editor-in-chief of the American Journal of Health Promotion, which he founded in 1986, has a long and varied background in the health promotion field. He is well published and is involved in advocacy work, which has a goal of creating a world in which health promotion is integrated into all health professions and all elements of society (Health Promotion Advocates; Who Are We? Michael O’Donnell, http://healthpromotionadvocates.org/who_are_we/bios/M_ODONNELL.HTM). He has recently developed new legislation in the United States that, if passed, would see funding awarded to researchers to develop basic and applied science of health promotion.

Information about the Health Promotion Research Act is available on-line at <http://healthpromotionadvocates.org/>

His definition of optimal health, “a balance of physical, emotional, social, spiritual, and intellectual health” (O’Donnell, 1992), is similar to wellness definitions of wellness experts. His Dimensions of Optimal Health model can be seen in Figure 5.

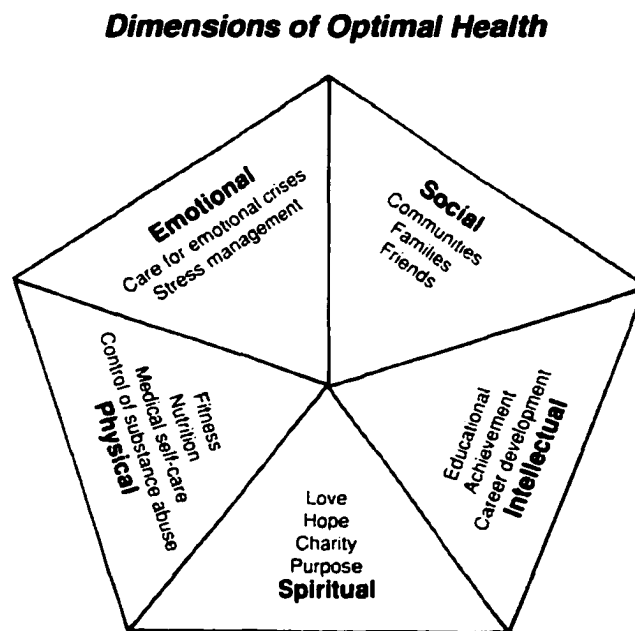


Figure 5. Dimensions of Optimal Health

From “Definition of Health Promotion” by Michael P. O’Donnell, 1992, *Design of Workplace Health Promotion Programs* (3rd edition), p. 2. Copyright 1992 by Michael P. O’Donnell, American Journal of Health Promotion. Reprinted with permission of the author.

O’Donnell (1992) suggests that lifestyle change can be “facilitated through a combination of efforts to enhance awareness, change behavior, and create environments

that support good health practices” (p. 1). This can occur if individuals understand that medicine has traditionally focused attention on disease or disabilities. Once patients reach the neutral or mid-point of the Health Continuum, which he calls “a point of no discernable disease but also no discernable well-being” (O’Donnell, 1992, p.1), medicine cannot offer us much in helping us move along the continuum. Health promotion can help people move toward optimal health by “improving knowledge, attitudes, and most important, health behaviors” (p. 1), no matter where they are on the continuum.

Martin L.Collis, Ph.D.

Dr. Martin Collis, a renowned authority on workplace health, is a present day wellness expert and one of North America’s foremost speakers on personal and professional wellness. His lifetime commitment of promoting healthy lifestyles has resulted in research, education, books and music, which have inspired thousands of individuals to adopt a wellness way of living. Both the White House in the United States and the Prime Minister of Canada has acknowledged his work. In 1997, he was also one of the first inductees of a Canadian Workplace Wellness Pioneer Award given to recognize professionals from the public and private sector who have made a substantive contribution that has profoundly influenced the field of workplace wellness in Canada.

At the University of Victoria in British Columbia, Canada his research interests began in the area of cold-water survival. He, along with other academic colleagues, developed cold-water survival clothing that has been patented and marketed worldwide and is still in use today.

He then began researching the benefits of physical activity and its link to health. His research guided the North American interest in employee fitness and wellness programs. His book titled, *Employee Fitness* (Collis, 1977), was the first of its kind in North America and endorsed by the then Minister of State for Fitness and Amateur Sport, the Honorable Iona Campagnolo. Collis' powerful voice in the fitness industry encouraged fitness professionals to broaden their vision of physical fitness to include total fitness, a connection of mind, body and spirit. He suggested regular physical activity might be the catalyst for the adoption of wellness lifestyles. "While the term fitness implies a physical activity focus, it must be remembered that total fitness is a seamless cloth and that fitness behaviours can influence such things as self-esteem diet, stress and the whole matrix of health and well-being" (Collis, 1988). A second book titled *The Phacts of Life* (Collis, 1984), was commissioned by Fitness and Amateur Sport Canada, and emphasized healthy eating and regular exercise. It was translated into five languages and was also serialized in Britain's *The Daily Express*.

Collis was also a co-developer of the PAR-Q (Physical Activity Readiness Questionnaire) (PAR-Q, 1978), a self-administered questionnaire used to detect individuals potentially at risk for participation in physical activity. The PAR-Q has become the standardized first level screening device used by fitness professionals in the fitness industry and has been used by millions of people throughout North America (Chisholm, et al, 1978).

When asked about his definition of wellness (personal correspondence June 8, 2002) his response was:

"Wellness is difficult to define as it is appreciated through the eyes of the beholder. The word is a corruption of 'wholeness', thus part of any definition of

wellness implies looking at the whole person and their interactions with their environment. It is possible to live a wellness lifestyle within the confines of difficult health and environmental conditions. Succinctly, wellness is living the best life possible whatever the circumstances. Jesus might have been talking about wellness when he said, "I've come that you might have life, and have it more abundantly."

His WELL electronic newsletter is available at <http://www.speakwell.com>

Seminal Works and Research Contributing to the Wellness Movement

In the past four decades a number of health research projects and significant reports have influenced the wellness movement. The works discussed in this review of literature were cited consistently in both the wellness and health promotion literature. What they have in common is an emphasis on the importance of personal responsibility with regard to well-being.

Surgeon General's Report on Smoking and Health

The United States has been a leader in health and wellness research. One of the reports published that marked the awareness of the importance between lifestyle and disease was the first *Surgeon General's Report on Smoking and Health* (U.S. Department of Health, Education, and Welfare, 1964). This report concluded that cigarette smoking was a major health hazard. The findings prompted Surgeon General Luther L. Terry, M.D. to recommend remedial action be taken to diminish the impact of tobacco use on the health of the American people (<http://www.cdc.gov/tobacco/30yrsgen.htm>). This work fuelled interest in research about the consequences of personal behaviours on health status.

Since that time, more reports have been released from the Surgeon General's office about the health consequences of smoking. The widespread adoption of public policies that have been developed since the first report was released have resulted in a decline in smoking among adults, especially among men (smoking prevalence among men has fallen from 52 percent in 1965 to 28 percent in 1994) and the prevention of many Americans from starting smoking (about 48 million American adults smoke, but approximately 42 million more would have smoked without smoking prevention activities being available.) (<http://www.cdc.gov/tobacco/30yersgen.htm>) Evidence of this report's long term significance can be seen in Canada as recently as May 31, 2002, when the Honorable Minister McLellan announced the launch of a new Youth Anti-Tobacco Web-Site, designed to inform and educate young people about the hazards of smoking. The site can be found at www.GoSmokefree.ca

ParticipACTION

ParticipACTION, a national, independent, not-for-profit health promotion and communication company, was established in 1971 by Health Canada to be a leading catalyst and provider of information, products and services to positively influence personal behavior and social supports that encourage healthy active living for all Canadians. The primary focus of ParticipACTION was physical activity. This focus broadened to include lifestyle and personal well-being messages.

The agency has had many successes. They have produced numerous products for educators and the general public that promoted healthy living such as *The Measure of Fitness and the Measure of Energy: Participaction Kits for Fitness Leaders* (Fitness

Canada, 1983), and *Express The Exercise Prescription* (Participaction, 1986). They have organized special provincial and national events and campaigns in an attempt to get Canadians moving. One of the most noted public service announcement campaigns of this agency was a series of six television ads created in 1973 suggesting that an average 60 year-old Swede was fitter and healthier than an average 30-year old Canadian (http://www.cma.ca/cmaj/cmaj_today/2001/08_02.htm). Other programs include SummerActive and ParticipACTIONS' Workplace Wellness program. Perhaps the most notable success, however, has been the many partnerships that have established between ParticipACTION and private, not-for profit, municipal, provincial and media agencies. This agency has generated millions of dollars of free exposure annually, becoming one of the largest and influential advertisers in the country with an aim of improving lives (<http://www.participaction.com/>).

The epilogue of this story is not so positive. In January 2001, ParticipACTION officially closed its doors for lack of financial support from Health Canada. According to the (now former) President of ParticipACTION, Russ Kisby, "Health Canada ... questioned the need for an organization like ParticipACTION in the future" (Kisby, 2001). At present there is one full-time staff, the Technical Director, who is organizing and special events as requested.

The Belloc and Breslow Study

Belloc and Breslow's (1972) study identified, what the researchers felt, were the seven most important lifestyles behaviors that improved quality and length of life. These were 1) no cigarette smoking, 2) not drinking alcohol, or drinking in moderation, 3)

maintaining a desirable weight, 4) eating breakfast everyday, 5) not eating between meals, 6) having a regular exercise program and 7) sleeping seven to eight hours a night. A follow-up study by Berkman and Breslow (1983), which followed nearly 7000 adults, aged thirty to sixty-nine for nine years, indicated that these simple lifestyle habits significantly affected health and life-expectancy. Men in the study who practiced two or less of these health-related behaviors had almost three times the risk of dying during the nine-year follow-up as those men who practiced four of five of the behaviours. Women had a risk of dying that was 3.2 times higher if they practiced two or fewer of the health-related behaviours.

A New Perspective on the Health of Canadians

A publication released by the Canadian Ministry of Health and Welfare entitled *A New Perspective on the Health of Canadians* presented epidemiological evidence for the importance of lifestyle and environmental factors on health. Often referred to as the Lalonde report (1974), this breakthrough work presented a conceptual framework for health called the Health Field Concept, which included four main elements: human biology, environment, lifestyle and health care organizations. The following statements illustrate the advanced thinking of the report in relationship to the health and wellness connection.

One of the evident consequences of the Health Field Concept has been to raise Human Biology, Environment and Lifestyle to a level of categorical importance equal to that of Health Care Organization. This, in itself, is a radical step in view of the clear pre-eminence that Health Care Organization has had in past concepts of the health field (p. 33).

Until now most of society's efforts to improve health, and the bulk of health care expenditures, have been focused on the Health Care Organization. Yet, when we

identify the present main causes of sickness and death in Canada, we find that they are rooted in the other three elements of the Concept: Human Biology, Environment, and Lifestyle. It is apparent, therefore, that vast sums are being spent treating diseases that could have been prevented in the first place. Greater attention to the first three conceptual elements is needed if we are to continue to reduce disability and early death (p. 32).

According to Ardell et al (1980), the report was highly influential in persuading numerous American medical leaders to rethink current assumptions based upon high technology, treatment-focused medicine and “was unlike anything else up to that time in its forthright challenge to the prevailing medical approach to dealing with health hazards” (Ardell, 1985, p. 6). This report was also famous for being the first official government document to acknowledge that health care did not necessarily equal health of Canadians. This was a brave statement for a government to make considering universal health care had only been secured in Canada two years prior to the report being published.

It is important to note that although operationalizing the health field concept resulted in wellness and fitness campaigns and improved the health behaviour of middle and upper class Canadian citizens, the focus on individual responsibility did not affect the health levels of ‘poor’ Canadians (Wharf-Higgins, 1992). The full report can be viewed at <http://www.hc-sc.gc.ca/hppb/phdd/pdf/perspective.pdf>

The Paffenbarger Research

The Paffenbarger research on longshoremen and Harvard Alumni demonstrated the benefits of exercise and coronary heart mortality. Death rate for longshoremen who were categorized as high-activity was 26.9 percent per 10,000 work-years. The death rate for medium and low categories was 46.3 and 49.0 respectively (Paffenbarger & Hale, 1975). Further work in a study of over 10,000 male Harvard graduates over a period of

twenty years concluded that sedentary alumni had a 25 percent higher risk of death from all causes and a 36 percent higher risk of death from coronary heart disease. Paffenbarger also found a 41 per cent lower risk of coronary heart disease of alumni who participated in regular moderate vigorous activity (Paffenbarger et al, 1993). Both of these milestone studies link lifestyle with mortality. The risk of death from coronary heart disease in these studies had little to do with medical intervention or health promotion initiatives.

Residents of Framingham, Massachusetts have been an integral part of the longest on-going study on heart disease in the United States. This study is attempting to identify major risk factors in the incidence of cardiovascular disease (Dannenberg, Garrison & Kannel, (1988). Results have shown that the four most modifiable factors, which contribute to the development of heart disease, are weight, blood pressure, blood cholesterol level, and the use of tobacco. Stress, exercise and the use of alcohol are factors that can also be controlled. There is documentation that an individual's overall risk of cardiovascular disease is increased as the severity of these factors increases, and that the risk also increases as the number of factors present increase. The Framingham results have been used extensively to develop risk assessment guidelines and recommendations for primary prevention strategies and risk factor modification (Grundy et al, 1998), which support wellness initiatives.

Blue Shield Health Insurance

The Mendocino School District and Blue Shield of Northern California, designed a Stay Well Plan that included medical self-care classes, exercise and other health care topics, as it looked for ways to control health insurance rates of teachers. As part of this

first of its kind program, an incentive package was provided to teachers called the stay well award. If teachers used less than \$500.00 per year in medical care they could bank the remainder in a retirement account. If no medical charges were incurred they received a full \$500.00 rebate for their account. The plan was successful. In the first year of its inception the school district saved \$250 thousand dollars in premiums. The interest earned on the employee rebates was used to purchase school buses for the district. Insurance premiums, which cost \$105.00 a month per employee in 1978 when the program began, dropped to \$63.00 a month per employee by 1983. The Stay Well Program has gone on to be used by many major corporations as well as other school districts in the United States (Ardell, 1983).

Dietary Goals for the United States and Healthy People and The Surgeon General's Report on Health Promotion and Disease Prevention

The Senate Select Committee on Nutrition and Human Needs released the *Dietary Goals for the United States*, report (Senate Select Committee on Nutrition and Human Needs, 1977), calling for changes in the American diet. Recommendations included eating less salt, sugar, meat and dairy products.

In 1979 a document entitled *Healthy People: The Surgeons General's report on Health Promotion and Disease Prevention* (U.S. Department of Health, Education and Welfare, 1979), was released. Sometimes referred to as the American version of *A New Perspective on the Health of Canadians*, this document endorsed the need for a shift away from high technology, hospital centered treatment and more doctors to strategies that included lifestyle and environmental issues that would prevent illnesses and decrease

the need for health care. “The report established for the first time ambitious, quantifiable objectives for improving the nation’s health, to be achieved by 1990” (<http://sgreports.nlm.nih.gov/NN/Views/Exhibit/narrative/public.htm>). These objectives have been continuously revised. The extensive research used to support this report demonstrated that links between personal lifestyle habits and varied diseases were incontrovertible. Americans were encouraged to take personal responsibility for their health and engage in healthy eating, regular exercise and other beneficial lifestyle behaviours.

Physical Activity and Health: A Report of the Surgeon General

This report (U.S. Department of Health & Human Services 1996), commissioned in 1994 by the U.S. Secretary of Health and Human Services, Centres for Disease Control and Prevention (CDC), Donna E. Shalala, and released in 1996, is a comprehensive review of research on physical activity and health. The report, demonstrated fully, the significance and benefits of daily regular physical activity, some of which are: reduced risk of coronary heart disease, diabetes, hypertension, and colon cancer; the enhancement of mental health, the building of strong bones, muscles and joints and the preservation of independence as we age (p. iii). The key finding of the report indicated that a lifelong practice of moderate physical activity equates to an improvement in quality of life. Another finding was that participation in regular physical activity also lowered the cost of health-care.

Based on the findings of this report, Shalala says,

“Families need to weave physical activity into the fabric of their daily lives. Health professionals, in addition to being role models for healthy behaviors, need

to encourage their patients to get out of their chairs and start fitness programs tailored to their individual needs. Businesses need to learn from what has worked in the past and promote worksite fitness, an easy option for workers. Community leaders need to reexamine whether enough resources have been devoted to the maintenance of parks, playgrounds, community centers, and physical education. Schools and universities need to reintroduce daily, quality physical activity as a key component of a comprehensive education. And the media and entertainment industries need to use their vast creative abilities to show all Americans that physical activity is healthful and fun ..." (pp. i-ii).

Canada Well-Being Measurement Act – Bill C-268

The Honorable Mr. Joe Jordan, Liberal MP for Leeds-Grenville, has introduced a Private Member's bill, the Canadian Well-Being Measurement Act – Bill C-268 in which he proposes Canadians develop a new way of measuring well-being to truly reflect Canadian quality of life. He has suggested that this Act would use a different kind of measuring system called the Genuine Progress Indicator (GPI), instead of Gross Domestic Product (GDP). At a presentation to the House of Commons, March 27, 2000, Mr. Jordan stated:

When pollution makes people sick, the cost of their medical care is added to the GDP. When stolen property is replaced, security equipment purchased and people tried in courts and put in jail, the GDP goes up. When the Insurance Industry has to repair or replace billions of dollars worth of property because of increasingly violent weather events, the GDP goes up. These things are added into the GDP where they are mistaken for progress. In each case, the expenses are incurred because we have failed to prevent problems. These expenses are a sign of distress, not increased well-being.

(<http://www.cyberus.ca/choose.sustain/7GI/Joe-intro.shtml>)

His concern is that Canadians ignore the fact that they are consuming and destroying Canadian natural resources yet count this consumption and destruction only as a gain, not a loss. The GPI would broaden the conventional economic accounting

framework to include the economic contributions of the family, the community and the natural habitat.

There has been some political support for this Bill, however, an update from the office of Mr. Jordan, received July 3, 2002 (personal email correspondence) indicates that Bill C-268 is still sitting in the private member's business hat awaiting a chance draw.

In The Words of the Elders - Kulchyski, P., McCaskill, D. and Newhouse, D.

Another wellness connection has been the movement in the Aboriginal communities of Canada to restore Aboriginal peoples to a place of pride and respect. This movement has focused on healing. With the focus on healing has come a new understanding of traditional Aboriginal views of health and well-being. Kulchyski, McCaskill, and Newhouse (1999), say, in their book *In the Words of Elders: Aboriginal Cultures in Transition*, "at the heart of most Elder's stories and teachings is the idea that it is important for an individual to attempt to live Bimaadiziwin, 'the way of good life' or 'everyday good living' in accordance with the teachings of the Creator"(p. xv). They go on to say, "It is through an understanding of the reciprocal relationship between ourselves and Mother Earth and living in a balanced way that we are provided with the sustenance, both physical and spiritual, necessary for life" (p. xvi).

The use of the Medicine Wheel assists in the teaching of Bimaadiziwin. Although there are many different, but related versions for different Aboriginal groups, the Medicine Wheel represents traditional theology, philosophy, and psychology and the teachings of the Creator and all aspects of life. (Figure 6).

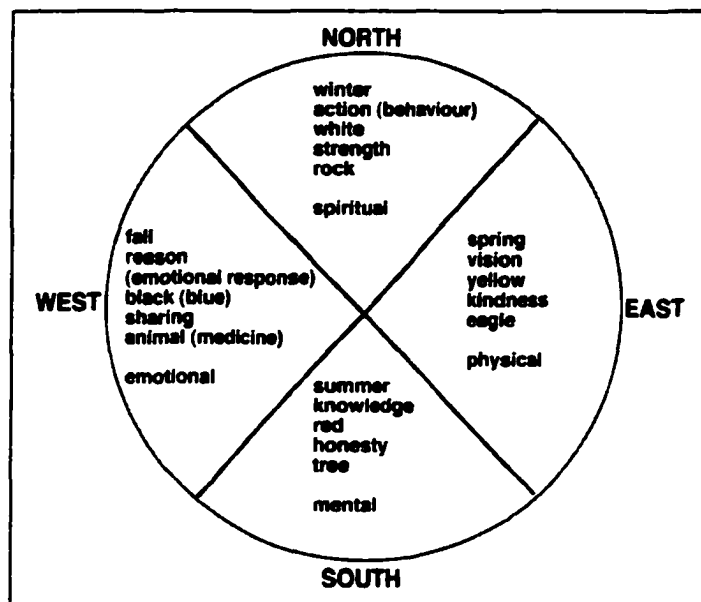


Figure 6. Medicine Wheel.

From. P. Kulchyski, D. McCaskill, and D. Newhouse, 1999, In *The Words of Elders: Aboriginal Cultures in Transition*, p. xx. Copyright 1999 by University of Toronto Press Incorporated. Reprinted with permission of the publisher.

Newhouse (1997) suggested that the concept of health as a balance within an organism and its environment, coupled with the Aboriginal idea of holism, “forces us to think in a very different manner about health and wellness and what they are” (section 19). He believes that the control of decisions regarding health and wellness:

must rest with the individual and not with the medical profession. Collective responsibility is also important, but health is not something that one gets from someone else. One needs to have an active role in achieving it (Newhouse, 1997, section 25c).

The Medicine Wheel is similar to many of the wellness models presented in this Review of Literature.

Employee Assistance Programs and the Work of the Teachers' Unions

Employee Assistance Programs (EAPs) or Employee and Family Assistant Programs (EAFPs) have been put in place in many companies to address employee health issues (McClellan & Miller, 1988; Stern, 1988). Employers implement EAPs to assist employees who have problems that adversely affect their jobs and personal lives. Unions bargain for their inclusion in their contracts to support the health and well-being of their union members. Over the last ten years EAP's and EAFP's have become a standard component of most British Columbia school district's benefit packages and this has been, for the most part, because of the efforts of the British Columbia Teachers' Federation. In British Columbia, unions are often a referral source to the EAP.

A school district EAP usually is set up to help teachers and support staff. Program offerings of EAPs commonly include counseling for alcohol and drug abuse, stress, marital discord, compulsive gambling, and legal and financial difficulties. Recently, EAPs have offered some wellness and health promotion programs (Interlock Brochure). Program offerings are being expanded to include informational sessions on healthy eating, exercise, team building, and time and conflict management workshops.

However, as McInnis (1997) found, the belief that EAPs and wellness programs are synonymous is not entirely correct. "EAPs are one way of providing health and wellness opportunities to employees, but there are numerous other modes of delivery" (p. 2). To explore the impact of the implementation of an EAFP on teacher disability leave,

McInnis analyzed short and long term disability leave statistics from ten provincial school districts obtained from the British Columbia Teachers Federation. The results of her study found that implementation of EAPs did not result in reductions in disability leave. Instead, “The results suggest the opposite might be true... disability leave rates increased after EAPs were implemented” (p. 67).

It is not the purpose of this study to assess how EAPs and EAFPs are working in school districts. However, part of the purpose of this study is to determine where EAP and EAFPs fit into teacher wellness.

Health Promotion Literature

Although beyond the scope of this study, it is important to acknowledge the key health promotion concepts influencing current thinking in the literature today. Health promotion, in the Canadian and European definition, is much broader than O’Donnell’s definition of health promotion presented earlier. It deals with personal, social, political, cultural and physical determinants of health. There is a wealth of literature that presents broader models of health promotion that recognize personal choices are a reflection of and influenced by one’s place in society (social status, social power, sense of belonging, income, education, occupation, gender).

Some studies show to a large extent, these determinants are better predictors of one’s health than lifestyle habits (B.C. Ministry of Health and Office of Health Promotion, 1991; Wolfe, Slack, & Rose-Hearn, 1993; B.C. Ministry of Health and Ministry Responsible for Seniors, 1995; Canadian Public Health Association, 1996;

Raphael, 1998; Anspaugh, Dignan, & Anspaugh, 2000; Segall, & Chappell, 2000; McKenzie, & Smeltzer, 2001; Poole, Hunt Matheson, & Cox, 2001).

There is a place for both health promotion and wellness research. The two join, mesh, and support one another other.

Teacher Wellness

There is a field of research known as Teacher Wellness. However, it is an emerging field, one that is young, but being strengthened study by study. This section presents a review of literature that combines unpublished theses and dissertations about wellness and teachers. It also presents a review of wellness journal articles and Internet sites.

Theses and Dissertations

Coping With Stress: A Comparison Study of How a Wellness Program

Affects Stress Management Among Secondary Teachers

Mitchell's (1983) study attempted to determine whether participation of secondary teachers in a wellness program consisting of regular exercise classes would lower job-related stress. The experimental group exercised for 20 weeks. The control group did not exercise. Only one significant difference was found. Stress levels of teachers who had taught less than five years increased, while stress levels for teachers who had taught for five or more years decreased. According to Mitchell's findings, teachers who had taught fewer than five years tended to have a lower sense of personal accomplishment than teachers with five or more years in teaching. With regard to the

teachers in the experimental group, 40% of the participants dropped out of the exercise program before the post test.

A Wellness Program for School Personnel

The purpose of Housley's (1985) study was to determine the effects of a wellness program on a group of teachers who specialized in working with children who are emotionally disturbed. A ten week, wellness and physical fitness program was administered to teachers divided into an experimental group and a control group. Pre and posttest measures of general well-being, stress levels and physical fitness levels were analyzed for differences within each group and for comparison of gains between groups. Housley concluded that the wellness program did not appear to have any effect on the general stress levels of the teachers and staff. Pre and posttest analyses of general well-being scores did indicate significant improvement for both of the experimental groups on individual scores, but no effect on overall group scores. The physical fitness program did have a positive effect on all individual measures, except for hand-grip strength scores. Gains between group scores were found only for maximal oxygen consumption and sit-ups.

The Effects of a Structured Wellness Program On Physical and Mental Well-Being of Public School Teachers and Staff Members

Koonce (1985) investigated the effects of a four-component worksite wellness program on elementary public school teachers and staff members. Self-selected participants included public school teachers and staff members from one elementary

school. They were divided into two groups and assigned to either a fall or spring, twelve-week wellness program. The four intervention components were aerobic classes, health-related seminars, health-related pamphlets, and the Governor's (Virginia) Physical Fitness Award Program for School Personnel. A variety of questionnaires were used to measure well-being, anxiety levels and job satisfaction. Physiological measures for physical well-being included resting blood pressure, resting heart rate, and skinfolds.

The findings of this study did not reveal a significant difference for any of the mental well-being measures. Significant difference was found for only one physiological measure, that being blood pressure scores. This was determined to have occurred due to the aerobic training effect. Although Koonce (1985) stated that while most of the dependent variable measures failed to achieve statistically significant outcomes, he did recommend that worksite wellness programs should be considered for teaching staff.

The Impact of the Seaside Health Education Conference on Middle School Health Programs in Oregon

Girvan (1986), measured the impact of a health education conference on middle school health programs. Before an overview of this study is discussed, a history of this conference will be presented.

The Seaside Health Education Conference (SHEC) was started in 1977. It began as a way to build a support base for health education throughout Oregon. This conference, now named The Seaside Health Promotion Conference, continues to provide an opportunity for professional development, curriculum modeling, resource linking, and

team building. However, the focus of the conference has broadened from health education programs to include personal, school and district wellness initiatives.

The first conference was held in 1977. The theme was health education. One-hundred and fifty-two participants shared health education teaching techniques, assessed the effectiveness of health education in Oregon schools and developed primary prevention plans to implement health education at their schools. In 1978 participants were involved in a two stream approach at the conference, the first being personal renewal and second being the development of partnerships within school districts to enhance health education. The third annual conference in 1979 marked the beginning of a wellness emphasis for the conference. In 1981 additional base funding for the conference came from the Nutrition Education and Training Program. The extra money allowed for special sessions for elementary teachers, secondary teachers, administrators, food service personnel and school nurses.

In 1983, the conference theme was 'Awaken to Wellness'. Special presentations for middle school teachers were planned and topics such as marketing wellness, computers in health education and child sexual abuse sessions were added. Attendance for the 1983 conference was 676 compared to 152 participants at the first conference in 1977. A 'Lifetime of Wellness' theme for the 1984 conference featured self-responsibility as the primary goal. In 1985, attendance reached 700 participants and school teams from six other states were invited for the first time to participate as a way of learning about health education in Oregon and taking information back to their respective districts so they could develop similar conferences in their home states.

The theme for the 26th annual conference was ‘The Magic’s Within, A Week to Build a Lifetime On’. The conference brochure stated as one of its goals “To stretch the paradigms of conference attendees to the realization that wellness is more than physical health and before we can help others, we must first be well ourselves” (<http://www.well.page.com>).

A study titled *The Impact of the Seaside Health Education Conference on Middle School Health Programs in Oregon* (Girvan, 1986) attempted to determine what impact this conference had on seven middle school districts that were represented at the conference compared to seven middle school districts that were not. Personal interviews with the school principals and two health teachers, questionnaires from three non-health teachers, and attitude surveys from sixth, seventh and eight grade students were used as methods to collect data during two day site visits to each school. Statistical comparisons were made between the schools, which had sent teachers to the SHEC, and those, which had not. t-Test results revealed that teachers from SHEC attender schools rated their health programs significantly higher than teachers from non-attender schools ($p=.036$). Both principals and health teachers from attender schools reported their school’s health program had a significantly greater emphasis on wellness than did principals and health teachers from non-attender schools ($p=.023$).

t-Test comparisons were also made between attender and non-attender schools on thirteen health areas. Attender schools were found to offer significantly more coursework on safety ($p=.014$), exercise/fitness ($p=.013$), nutrition ($p=.002$) and environmental sensitivity ($p=.002$) than non-attender schools. Student attitudes in attender schools were significantly more positive about health classes than students at

non-attender schools ($p=.000$). Girvan (1986) recommended that further study be done to assess whether or not total school programs are being affected.

From small beginnings to a major annual offering, the Seaside Health Promotion Conference appears to have educated and empowered school personnel and enabled them to impact the health of others.

The Impact of a School District's Comprehensive Wellness Program On Its Most Committed Participants

Mills (1989), examined the manner in which a four-year, comprehensive wellness program affected teacher's personal lives, their modeling behavior with students and classroom curricular and procedural practices. This study was completed in a school district in western Washington. Questionnaire data were collected from a group of teachers known as the study group and from a comparison group. The findings of the study revealed that the district wide Wellness program (DWP) made a positive impact on the participants' lives in both groups. The study group 1) defined wellness in a variety of ways, 2) demonstrated a Positive Addiction Pattern, 3) made personal life changes in attitudes, knowledge, and behavior, 4) indicated that the quality of their personal lives and their teaching effectiveness had increased, 5) demonstrated that a filtering down effect occurred for their students, and 6) indicated that time and the nature of their teaching assignment determined how much they modeled and integrated wellness into their teaching. The comparison group, representing average participants of the District Wellness Program had an average yearly participation of 3.54 programs. They also

recognized the importance of the DWP as it related to support, motivation and reinforcement for their wellness lifestyle.

Mills recommendations included the necessity of a commitment by the district to wellness and the connectedness of its true believers and followers. True believers become the district's activists and their enthusiasm and creativity provide stability for the program.

Home Economics Teachers' Personal and Professional Practice in Wellness Behavior

Research conducted by Shore (1989) was done to determine the personal and professional wellness practices of secondary level home economics teachers. She analyzed the interaction of wellness behavior, teaching emphasis and expectations for students and teacher self-perceptions in wellness concepts. Questionnaires were sent to a random sample of secondary home economics teachers in Ohio, Kentucky. From 433 completed questionnaires, Shore found that nutrition (93%) and parenting (80%) were emphasized the most out of all the selected wellness categories listed on the questionnaire. The most often taught concept was the four food groups and this was also the greatest expectation for student learning (91%).

A comparison was made with data from the Ohio Health Department and home economic teachers who had responded to the questionnaire. The home economic teachers had above average wellness behavior when compared to the general population on behaviours such as smoking, alcohol use, drug use, seat belt use and health age as determined by a Health Risk Appraisal form. One-third of the teachers reported that they

participated in an exercise routine at least three times per week. Thirty-eight percent of teachers reported that they were overweight. Eighty-eight percent of the teachers agreed that home economics teachers were wellness role models. Ninety-four percent of the teachers reported that they attempted to be wellness role models. Seventy-seven percent said that other people considered them to be wellness role models.

Stress Factors Among College Educators

Grant (1991) studied stress factors among community college educators in Ontario, Canada. Although the focus of the study was stress, a key-word internet dissertation and thesis electronic search indicated that this study was about teacher wellness. Upon reading the thesis, the reader discovers that one of the major recommendations made by Grant is the development and implementation of campus wide and personal wellness programs. Findings of the study were as follows: The first six stress factors among college educators based on a return rate of 53% of questionnaires, were student literacy/numeracy skills (69.7%), indoor air quality (68.2%), student lack of motivation (66.7%), availability of supplies and resources (66.7%), students with weak mathematics/languages (65.1%) and large class size (60.5%). It was interesting to note that the stress factor of faculty health/lifestyle was rated as 39th (21.2%) second to last of all stress factors. The last stress factor was faculty chemical dependency as the 40th at 9.1% (Grant, 1991, p. 57).

There was no indication that the participants in this study had considered a connection between personal lifestyle and coping mechanisms or stress reducing strategies. Although 74.3% of the participants did indicate that professional development

opportunities were available, Grant reported that many of them were not taking advantage of these programs

Teacher Empowerment: A Needs Assessment

Ryan's (1992) research studied teacher health, including stress-related concerns, teacher needs, and the concept of empowerment. She included three groups of teachers: teachers in training, classroom teachers and teachers on long-term disability benefits. The purpose of her study was to explore the needs that must be met to ensure personal well-being and professional satisfaction throughout the career of today's educator. Data collection included an internship in a rehabilitation program for teachers on long-term disability, Professional Development Day presentations, conference presentations, personal interviews with healthy teachers and disabled teachers, and communication with administrators, superintendents, Employee Assistant Program officers and insurance personnel. At the time of her study, over 500 teachers in Alberta were on long-term disability for physical and emotional conditions. Others were considered at risk for similar disabilities (Alberta School Employee Benefit Plan, 1991).

The needs assessment determined that the highest of all the needs categories was personal needs, which included health and lifestyle needs. Professional and school needs were ranked lower in all three groups. Most needs were perceived as being minimally met or better, but few needs were perceived as being adequately or extremely well met. Her recommendations for meeting personal needs include the establishment of a health promotion program to improve physical fitness and health behaviours. Recommendations for meeting the unmet professional needs include an emphasis on

creating new ways to enhance social support on the job and the establishment of employee wellness/employee assistance programs, teacher wellness workshops and the addition of job challenge and employment opportunities such as job-sharing, deferred salaries, and study leaves. This would increase the mandate of the Division of Teacher Health Services to include the prevention of health disabling conditions.

An Analysis of Support Services Provided to Student Teachers: The Promotion of
Student Teacher Wellness by Colleges of Education

Lamont (1993) explored the extent to which provision of physical and psychological support services were provided to pre-service and student teachers completing their degree requirements and practicum placements. Findings of her study include the following: 1) that private institutions provide a greater extent of support services to student teachers than do public institutions, 2) institutions with female directors provide a greater mean number of support services to student teachers than institutions with male directors, 3) and institutions that require students to participate in more intense early field experiences provide a greater mean number of support services for teachers. One recommendation was the inclusion of support services that promote teacher wellness prior to teaching.

Wellness Programs and Administrative Procedures: Implications for
Teacher Use of Short Term Sick Leave in Iowa Schools

A study by Wahl (1993) was conducted to determine which activities in selected Iowa public school districts affected the teacher's use of short-term sick leave from 1980

to 1989. Central questions of the study were: 1) What impact does the existence of teacher attendance improvement programs in school districts have on average sick days used per teacher in school districts? and, 2) What impact does the existence of wellness programs in school districts have on the average sick days used per teacher in school districts? Short-term sick leave represented those sick days that were less than thirty or more consecutive days per teacher.

Significance level was set at five of nine years for any one administrative procedure or wellness program to be considered as having an effect. Descriptive statistics (means) were used to describe the average sick days used per teacher each year, the districts with wellness programs, the districts with attendance improvement programs, the districts with each wellness approach, and the districts with each administrative procedure.

Wahl found that administrative procedures had no significant effect on teacher use of short term sick leave as compared to teachers in other districts who did not have such a program in place. Analysis of the data did indicate that the districts, which offered lifestyle management programs, did affect the use of short-term sick leave in all years studied as compared to school districts that did not. The lifestyle management approach assisted teachers with personal safety, micro-environmental protection, spiritual concerns, leisure time activities, psychological concerns, stress management and mental well-being. However, this finding was specific to the lifestyle factor. Findings were as follows: 1) offering of exercise programs did not reduce sick days used, 2) incentives for participation in wellness activities did not affect the sick days used, 3) medical screening was not related to sick days used, 4) nutrition programs did not reduce sick days used, 5)

fitness assessment programs did not affect the sick days used except for four of the nine years studied, 6) offering of a wellness newsletter did not affect the sick days used except for one of the nine years studied.

Wellness in Praxis: Experiences of Middle-Age Women Elementary Teachers

The purpose of Armstrong's (1995) study was to explore the phenomenon of wellness in five middle-age female elementary school teachers. Data were gathered from in-depth conversational interviews. Common themes that emerged from the data were self-care, support and empowerment. Use of stress management strategies, as well as personal reflection and conversations with others were ways in which the participants of this study practiced self-care. Wellness was experienced when the teachers accepted personal limitations, used positive talk, read, and listened to music.

Support was gathered from students, administrators and teaching colleagues, and family and friends. Support meant talking to one another, showing and receiving sympathy, learning from others. School committees and school projects were another avenue of support. Collegial relations recharged and stimulated some teachers.

Armstrong discovered that empowerment occurred when self-care and structure were in place. She used a house as a metaphor for wellness and described the importance of having a strong foundation. Without a strong foundation [self-care and support] the house [teacher] does not stand for long.

Elementary Educators Attitude and the Implementation of Fitness, Nutrition and
Wellness Curriculum

Wooderson (1998) investigated the relationship between the attitudes of elementary physical education teachers, fourth grade classroom teachers and principals toward fitness, nutrition and wellness and the inclusion of a health-related fitness, nutrition and wellness program in an elementary school curriculum. Data were collected by a survey questionnaire administered to the elementary physical education teacher, the fourth grade teacher and the principal of one elementary school. Attitudes of the professional group (elementary physical education teacher, fourth grade classroom teacher and principal) varied significantly in the professional's instructional efforts of health-related fitness, nutrition and wellness activities. The fourth grade classroom teacher and principals did not display personal fitness habits to the students and were not engaged in personal fitness routines. They did not place a high value on this component of the fitness, nutrition and wellness elementary school curriculum. The elementary physical education teacher placed a high value rating factor on the fitness component of the curriculum and did demonstrate and participate with the students in the physical education classes.

With regard to the nutrition component, both the fourth grade teacher and the principal placed a greater value on this component of the curriculum than did the physical education teacher. This was evident in the level of nutritional education of the students within the classroom and the presence of the principal who was present during the breakfast and lunch programs provided by the school. The presence of the principal at the school food program was a motivational factor for the students. The physical

education teacher reported that there were few obvious opportunities to introduce or teach nutrition in a physical education class.

Locus of Control, Self-Reported Health Risks, and Biomedical Measurements

Among Public School Personnel

Leonard (1998) appraised the health status and interests of the Lafayette Parish School Board's (Louisiana, U.S.A.) administrators, management, support staff and teachers to assist in the planning and implementation of a comprehensive wellness program. The purpose of the study was to compare self-reported responses from a personal wellness profile questionnaire and the subject's locus of control as determined by Rotter's Locus of Control (LOC) survey. Several items in the personal wellness profile appraisal, such as body weight and height, body composition, body mass index, blood pressure, cholesterol and blood glucose levels required a biomedical assessment and were performed by medical technicians at a hospital and a medical centre.

Leonard suggested that with the knowledge of a Locus of Control score, a health program can be custom made to fit the participant's needs by modifying educational tactics and strategies that would be used in the pre-exercise sessions. Findings from this study revealed a significant difference in the average mean scores of internal and external LOC persons for health practices and wellness factors. There was an internal orientation of LOC for administrators and teachers, whereas there was an external orientation for support staff. Subjects with an internal LOC were significantly younger.

According to Leonard, those with internal LOC are self-motivators. These individuals would most likely adhere to a health or wellness lifestyle program, whereas

people with external LOC would most likely drop-out shortly after beginning one. Therefore, knowledge of a person's LOC orientation could assist in program design and implementation strategies, possibly increasing adherence.

Personal email correspondence with Ramona Bernard, Risk Manager of the Lafayette Parish School System (June 13, 2002) indicated that there is a wellness program in existence. However, some changes have been made. Whereas employees used to be given incentive gifts such as mugs, pens, and water bottles for signing up for the wellness program, they now must show some measurable improvement in their overall wellness scores throughout the year to receive them. Wellness tests still include a Personal Wellness Profile questionnaire, lipid profile, blood glucose, body composition, waist/hip measurements, blood pressure, heart rate, height and weight, grip strength and a colon cancer screen.

Another change being made is the way in which wellness education programs are offered. One example is a school site-based Weight Watchers program being implemented instead of having lectures by local dietitians. The response from teachers and staff was much greater with the on-going site-based weight management program.

The goal of the wellness program remains the same: 1) to improve the quality of life for the employees by giving them health information and tools to change their lifestyle in areas affecting their health and wellness and 2) mitigate claims under their self-funded group health plan by encouraging employees who subscribe to the plan to identify health problems early and to adopt healthier lifestyles. There is a desire by the Risk Manager to give health insurance premium holidays to people who achieve certain established benchmarks, but the school district cannot afford this at present. A goal for

next year is to identify the most frequently occurring diseases under the group health plan and look at ways to design their wellness program based on this data. Ramona did indicate that Patrick Leonard, the author of this study and an assistant principal in their school district, would be consulted with regard to the upcoming year's program. The financial commitment to the wellness program by the Lafayette Parish School System is about \$50,000.00 per year to pay for the testing and incentive gifts. This funding is in place for 2003.

Insight Imagery: Towards Personal Wellness Through Spontaneous Art-Making
and Empathic Co-Reflection

Soden's (1998) qualitative study encouraged teachers to explore 'self' through art-making and co-reflection. According to Soden, "*Insight Imagery*, as a holistic activity, promotes the internal and external connections that build the fabric of our being and our world. She noted that many teachers find themselves in a state of disrepair or disease requiring something or someone else to heal them.

Her findings indicated that using art-making and insight imagery might be a powerful tool for teachers wanting to work 'well'. Using the combination of art-making and insight imagery, the teachers expressed, then reconstructed their experience as teachers and shared their story. This allowed the teachers to decode the stories they were telling about themselves and know themselves better. Participants in her study determined that the cooperative venture of art-making and insight imagery helped them to understand themselves and that this was key to then understanding their students and implementing curriculum.

For new teachers it heightened self-perception outside traditional written and oral means. It broadened an understanding of teaching and helped them find ways to express themselves in the practice of teaching. Soden also benefited as a co-researcher. She became more aware of holistic teaching and the needs of the whole teacher and the whole child, which includes growth in spiritual, intellectual, emotional, physical and artistic areas. She also confirmed her belief that art is an important part of a life experience and can enhance personal meaning.

Exploring The Concept of Teacher Wellness In Wetaskiwin (Alberta)

Regional Public Schools

Gibson (2001), set out to explore the concept of wellness of five Wetaskiwin (Alberta) Regional Public School teachers. The data gathered were to assist the District Wellness Committee with their practices, policies and programs. One to one tape-recorded interviews, one per participant, were used as the data collection tool.

A number of themes were found. All participants viewed optimism and positivism as a necessary part of their personal and professional wellness. An emphasis on balance was stated to be an integral part of wellness. Personal support, professional and administrative support and working conditions all affected the well-being of these teachers. Another finding was the concept of control; personal responsibility versus contributing factors. The participants believed that wellness should be a personal responsibility, but they indicated how factors equated with the role of teacher and their personal lives could override their personal control of wellness. Apparently, living and working in a small town also affected the overall wellness of the teachers. Lack of

options and opportunities with regard to wellness activities, especially the social dimension of wellness, was seen to inhibit wellness.

Based on the findings of this study, Gibson (2001) recommended that teachers do three things: 1) strive for balance, 2) offer and seek support from support services available and 3) take time to reflect and understand ourselves and our working conditions so that we can become familiar with factors we can control and those we cannot and how both affect personal and professional wellness.

University, College and School Wellness Programs and Services

Web-site links

Searching for teacher wellness literature on the Internet resulted in an introduction to many university, college, and school wellness program websites. There were common elements such as counseling services, health risk assessments and physical activity and social programs. There were also unique aspects such as multicultural programs, workshops on occupational wellness, substance abuse prevention and academic coursework in wellness education.

An overview of some of the wellness programs and services presently in place at a variety of higher education settings, a program for teachers in a high school setting and one student wellness package that has recently been introduced to teaching staff seemed to fit in this Review of Literature as teachers prepare for their teaching careers at institutions of higher learning.

The John and Janice Fisher Institute for Wellness and Gerontology, is located at Ball State University. The Institute is an academic department within the College of

Applied Sciences and Technology and offers programs such as master's degrees in Wellness Management and Applied Gerontology. The Institute also sponsors the Total Lifestyle Centre for students and offers numerous programs such as the Wellness 4 Ever Course. Faculty and staff of the University, are also encouraged to access wellness programs and services (<http://www.bsu.edu/cast/wellness/welcome/mission.html>).

Bowling Green State University supports wellness for faculty, staff and students through its Wellness Connection's Information Network. This wellness branch of Health Services offers a health and wellness resource library, nutrition and substance abuse counseling. There are also campus wide health theme months and referral services (<http://www.bgsu.edu/offices/sa/health/wellness/infonetwork.htm>).

A division of the Office of the Vice President and Dean of Students, the Boston University Wellness Center presents a wellness model based on prevention through education. Information about emotional, environmental, intellectual, multicultural, occupational, physical, social and spiritual components of wellness is available at this site. Wellness Centre staff are also available to members of the University of Boston community (<http://web.bu.edu/wellness/index.html>).

The Office of Human Resources sponsors the Illinois State University Wellness program for faculty and staff. Activities and services are available to employees, retirees and their families. Programs include an Employee Assistance Program, seminars, fitness opportunities, smoking cessation clinics, ergonomic evaluations, nutrition information, stress management sessions, family activities and special events. A seven-dimension wellness model can be accessed with information about the different wellness

components available as downloadable files. On-line personal assessments can be done with regard to all wellness components (<http://www.shs.ilstu.edu/hpo/index.html>).

Lake Michigan College has both a formal employee and student wellness program, as well as a Healthful Living curriculum. The wellness program's claim to fame is the Dump Your Plump program, introduced by Colonel (Ret) Donald E. Alsbro, an instructor at the college from 1972-1992. Now a nationally recognized award winning worksite Wellness program based on exercise, nutrition, team building and behavior modification, the prototype of this program helped student teams celebrate weight loss in a healthy way by eating right and exercising. More information on this and other wellness programs for purchase are available at Colonel Alsbro's website at <http://dumphyourplump.com>. The Lake Michigan College website is <http://raptor.lmc.cc.mi.us/news/2001/081701-inductees.html>.

The Northern Arizona University Employee Assistance and Wellness Office Wellness Program is based on the model developed by O'Donnell (1986). The focus of the program is to increase awareness of wellness issues, facilitate personal change and promote healthy work climates (<http://www.nau.edu/~eaw/eaw.htm>). Ohio State University offers a wellness program through their Ohio State Managed Health Care System (OSUMHCS) (<http://www.osumhcs.com/wellness>). At Ohio State, volunteer Wellness Ambassadors are recruited and trained to coordinate and promote wellness programs in their departments or units. These individuals can be faculty or staff.

The University of Denver has an extensive wellness program housed under a Department of Wellness. Programs and services are available for undergraduate and graduate students, and faculty and staff. This university wellness program is unique in a

number of ways. First, as a department within an academic unit, students can obtain a wellness minor as part of their undergraduate degree program. Second, in addition to the traditional wellness programs and services such as substance abuse prevention, nutrition education, physical activity programs and wellness workshops, students attending the University of Denver have the opportunity to apply to live in a residence designated as the Wellness House. The Department of Residence, in conjunction with the Wellness Department provides a living and learning experience based on a model similar to Hettler's six dimensions of wellness. Students sign a special living contract that commits them to making healthy lifestyle decisions. They must also take a two-credit per quarter Philosophy of Wellness course that analyzes two areas of wellness each quarter. After first year, students have an option of gaining credit working in wellness related internships and service programs. Off-campus wellness retreats are also planned for students in the Wellness House. Full-time wellness staff include, a Director, a Program Director, an Outreach and Technical Coordinator and a Wellness House Coordinator (<http://du.edu/wellness/cfs/index.html>).

Student Health Services at the University of Texas, Arlington, provides health and wellness programs for students, faculty, staff, and retirees consisting of physical fitness activities and wellness education programs. The novel element in this program is release time of one and one half hours each week that can be granted to full-time employees for the purpose of participating in the physical activity programs offered at UTA. There is a qualifier. Individuals must contribute equal amounts of personal time (<http://www2.uta.edu/resources/StaffGuide/benefits.htm>).

Major Canadian universities seem not to have embraced the wellness movement as strongly as the American universities. Using the same key words for searching American universities it was a struggle to find wellness programs and services for faculty, staff or students at Canadian Universities. Presented next are the university and wellness offerings found in Canada.

Members of Acadia University community can find out about physical activity programs, alternative health care programs, healthy relationships, nutrition, and stress management. Coordinated by the Community Program Coordinator and the Manager of Campus Programs, Acadia appears to promote wellness as part of university life and employment (<http://admin.acadiau.ca/affairs/wellness/wellness.htm>).

Memorial University of Newfoundland also supports wellness for its community. The Department of Human Resource at Memorial University of Newfoundland is in the process of reviewing how the university can encourage and support wellness and active living in the workplace. Wellness Education, a division of Student Services educates students about healthy lifestyles and self-care options. Links to many health and wellness topics are listed (<http://www.mun.ca/student/wellness/>).

Programs offered for students at Queen's University include medical, nursing, psychiatric, health outreach, and health promotion services. Details about these programs were not extensive. It appears that a medical doctor oversees the program offerings (<http://www.queensu.ca/shs/shs-1.htm>).

Trent University has an Employee Assistance Program that offers faculty and staff access to counseling services, legal and financial aid experts and addiction and career counselors. A Living Well Newsletter is also available on-line. The services

were very much aligned to medical interventions such as immunizations, allergy injections and sports injuries referrals. Wellness, nutrition, weight and smoking cessation counseling services were also available. No details about any of these programs were available on-line (<http://www.trentu.ca/humanresources/assistance.html>).

The University of Alberta is currently re-constructing their Workplace Wellness web page. The Main Wellness Web Page is linked to the Human Resources Department page. When a viewer of the site clicks to view the Workplace Wellness page, the Employee and Family Assistance Program page appears. Details about wellness services were non-existent (<http://www.hrs.ualberta.ca/csod/wellness.asp>).

Again, under the umbrella of Human Resources, Finances and Services, Learning and Development, the University of Calgary offers some wellness and lifestyle programs and services. Faculty, staff and students are encouraged to visit the Faculty of Kinesiology Campus Recreation for wellness programs. Special employee fitness classes are offered, but include a cost. Special rates are available for employees for access to a program called the Trym Gym lifestyle change program. The University Staff Assistance Centre and Human Resources also offers a program titled INSPIRE: Health Awareness for Better Living. This program is organized in module form and includes seminars presented by health professionals from the university. A detailed description was not available on the web-site (<http://www.ucalgary.ca/hr/learndeve/campusprograms.html>).

The University of Lethbridge offers fitness programs for faculty, staff and students (<http://home.uleth.ca/pef-fit/pef-fit.html>). The University of Manitoba has an Employee Assistance Program. Counseling services are available through a private contracted company (<http://umanitoba>). While the University of New Brunswick has

links to a campus recreation and varsity athletics program there were no established employee or student wellness programs. There is a Certificate of Health, Safety and Environmental Processes program available and courses within this program include Workplace Wellness, Whole Being Model of Wellness, Healthy Behaviour Change, Nutrition and Performance, and Employee Assistance Programs (<http://www.unb.ca/Kinesiology/missfac.htm>).

The University of Saskatchewan employs a full-time Health Coordinator. A peer-helper student led volunteer program called the Student Health Initiatives Program (SHIP) provides students with health information. Using the metaphor of a ship, the volunteers are called SHIPmates and students are encouraged to take a tour of the ship which includes the Boiler Room, where information about stress management is available, the Lounge, which has drug and alcohol related information, the Love Boat, for sexual health related information, the Galley which focuses on healthy nutrition, and the Sleeping Quarters, where students can access information about sleeping disorders. Faculty and staff are offered health and wellness programs through their Employee Assistance Program. Further information is available on a Finding Balance Health and Wellness page.

(http://adminsrv.usask.ca/HRDivision/finding_balance/h_and_w_pg1.htm).

The University of Toronto at Scarborough has a Health and Wellness Centre, which provides two services, health care and personal counseling. The staff includes registered nurses, family physicians, a social worker, a psychotherapist, and a psychiatrist. Special events and seminars are also planned each month that support

student wellness. No physical activity sessions or seminars on the benefits of active living were listed in the calendar offerings (<http://www.scar.toronto.edu/~wellness/events.html>).

The University of Victoria, in British Columbia supports student, Faculty and staff wellness and health through their Athletics and Recreational Services Department and their Health Services Centre. Instructional classes, intramural programs, wellness sessions and fitness leadership training are available to all registered students. Some programs are free of charge for University of Victoria employees. As a Faculty member of the School of Physical Education I was also aware that the university has a Wellness Committee whose mandate is to promote wellness to faculty, staff and students. As a member of the University of Victoria's Wellness Committee, I note that there was no mention of such a committee and the work the committee does on any U.Vic web page (<http://web.uvic.ca/calendar>).

It is possible the reason why there are so few organized, comprehensive school site-based teacher wellness programs in British Columbia or across Canada is because teachers are not being introduced to worksite or campus wellness programs while preparing for their teaching careers. If personal and professional wellness is not part of the university culture it might be difficult for teachers to adopt wellness lifestyles while a student, and carry on living in a well way as a teacher.

Public School Wellness Programs

A search for public school wellness and health programs for teachers resulted in only one site. The Lakehead Elementary Teachers of Ontario web page (<http://charm.air.on.ca/leto/>) has a specific link to a special wellness section. Within this

section of the web-site, teachers can find motivational information, articles on balance, personal reflection tools such as a time sheet record to track work responsibilities, home activities, and examples of personal lifestyle strategies

(<http://charm.air.on.ca/leto/wellness.html>).

Teacher Wellness Resources

One teacher and student wellness resource that has been produced in British Columbia is a wellness teaching kit called *Wellness: A Question of Balance* (Morrison and Bristow (2000)). It has been designed to enhance the health curriculum, be an integral part of a Comprehensive School Health Model, provide materials for in-service sessions for staff, parents, and school teams and strengthen participants' sense of purpose in life. All of the activities promote a focus on self-responsibility and prevention. The kit can be ordered on-line from SMC Educational Products and Services at

<http://www.smceducational.com>

Teacher Wellness Articles

Hettler's (1980, 1984) early articles describe the work he has done as the Director of the University Health Service. His six-dimension wellness model has been the guiding philosophy of the student-life program at the University of Wisconsin-Stevens Point, which has grown to include lifestyle assessments, health screening, a health and wellness library, handouts and healthy lifestyle programs. Hettler (1984), states that at the University of Wisconsin-Stevens Point, "health promotion and wellness programs are justified as part of the basic skill offerings of this institution. The institution has a four-

credit physical education requirement for all students. ... There are classes for credit in subjects such as medical self-care, weight control, alcohol awareness, stress management and diabetic self-care” (p. 17). Hettler suggested that the University of Wisconsin-Stevens Point wellness programs are successful because of the administrative support for program.

Tager (1983), equates teacher wellness with school culture. To create a well school, he believes administrators must acknowledge their role. He says:

A decade ago, most administrators would have taken the position that employee health was the employee’s responsibility. Management’s role, they would say, was to see that the employee received adequate training, had a safe work environment, and the means to insure against injury or ill health. ...

Realization is growing that building a healthier organization must proceed on two fronts. Strategies for personal health improvement must be integrated with efforts to develop healthier and more productive work environments” (pp.25-26).

Ignoring the norms of a worksite health culture can result in a lack of commitment to individual healthy lifestyle habits. School administrators can help by reshaping a school’s culture to ensure sustaining efforts at lifestyle change.

During the 1980’s Dr. Steven Blair, a researcher at the Cooper Aerobic Institute, headed up a number of studies relating to teacher health. One study (Blair, Collingwood, Reynolds, Smith, Hagan, & Sterling, 1984) assessed the impact of a 10-week health promotion program, which emphasized exercise, stress management and nutrition. A pre test/post test was administered to 117 participants in three treatment schools and 30 participants in one control school. Results indicated that treatment school teachers had more improvements than control teachers on several variables: participation in vigorous exercise, weight loss, lower blood pressure and higher levels of general well-being, than control teachers. They were also better able to handle job stress as reported by self-rating

and principal rating. 18% quit smoking. Blair et al (1984), state that the overall time commitment of the teachers in the study was short term and more long-term studies were recommended to see if the changes made could be maintained.

Blair, Smith, Collingwood, Reynolds, Prentice and Sterling (1986) also studied the impact a health promotion program made on absenteeism rates. 3,846 employees volunteered to participate in the program and were given a Personalized Aerobics Lifestyle System (PALS), which consisted of pre-testing, a 10-week intensive intervention phase, post-testing and a maintenance intervention phase. Absenteeism was determined for the study year and for the previous year from personnel records. Participants who completed the health promotion program had an average of 1.25 days less absenteeism during the study year than non-participants. At \$47.00 a day for substitute teachers, the health promotion program saved the district an estimated \$150,000.00. A complete cost benefit analysis was not completed, so the researchers caution that this estimation cannot be interpreted as a net overall savings.

Another key finding in this study was an indication that improvement in physical fitness was associated with less absenteeism. "Regression analysis results suggest that a reduction in absenteeism due to the health promotion program was possibly associated with an improvement in physical fitness" (p. 166).

In another article, Blair, Tritsch and Kutsch (1987), state that, "Worksite health promotion programs for employees in business and industry have become widespread during the past eight to ten years, but health promotion programs for educators are not widely available" (p. 470). They remind us that, "The faculty and staff of most school districts have health problems similar to the rest of the population. Hypertension,

obesity, cigarette smoking, and sedentary living habits are common...” (p. 469). Since the benefits of worksite health promotion programs within the corporate and business world are well documented, similar programs for teachers might be of great benefit. In addition to financial savings the school districts might realize, healthy faculty and staff can also serve as positive role models that may have long-term effects on students.

The authors of this article recommended that a community intervention or public health model program be implemented. The researchers suggested that using this type of model would target all employees and possibly produce mass health behavior changes. The medical model of health promotion using extensive screening and specialized intervention programs do not necessarily change the health and wellness culture of the school, therefore limiting long-term success. The authors also suggest that since schools have been used as a vehicle to introduce new ideas or concepts to the public, they may be the place to deliver health and wellness programs.

To find out why there appeared to be a concentration of research studies on teacher health and wellness during the 1980’s followed by a noticeable gap of published articles in this area of study, an email letter was sent February 12, 2002, to Dr. Steven Blair, who researches at the Cooper Institute. Correspondence from Carol Mooney, the Associate Director of Continuing Education indicated that the research Dr. Blair did in the 1980’s was based on a large project with the Dallas Independent School District. In the 1990’s, Dr. Blair “changed track to research physical activity and its relationship to early mortality and morbidity” (personal email correspondence, February 13, 2002). No further information was given as to whether or not follow-up studies had been done on teacher health through The Cooper Institute.

Falck and Kilcoyne (1984), conducted a study to determine whether teachers could be trained to facilitate a health promotion program within a public school environment. They state, "Though public schools traditionally have been concerned about the mental and physical health of children, programs that provide support for the health and well-being of school employees are rare" (p. 239). First, a health promotion program that focused on self-help in the areas of self-management, coping and adapting, exercise and fitness, and nutrition and well-being was designed for school employees. Next, volunteer school employees who met specific criteria were trained over a seven-week period to facilitate the program. Thirdly, the trained facilitators implemented the health promotion program to small groups of employees within school settings. They functioned as role-models, motivators and managers, but did not assume therapeutic roles.

A process evaluation was conducted to determine the feasibility of implementing the program. Results indicated that school employees who did meet specified criteria could be trained to facilitate a health promotion program within the public school environment. The facilitators were required, however, to have leadership capability, administrative support, schedule flexibility and knowledge of adult education principles. As well, implementation of a self-help program that "uses local resources will ultimately be determined on the basis of whether or not a local group accepts responsibility to become involved"(p. 242).

"Oregon schools have a history of progressive school health education", say Stevens and Davis (1988, p. 64). Educators in this state have been invited by the Oregon Department of Education to expand the scope of their health education programs. "First,

teachers and staff are encouraged to promote their own health before trying to promote the health of their students. Second, school administrators are charged with making schools 'healthier' places in which to live and work" (p. 64). To determine which school districts demonstrated desirable health promotion atmospheres and which did not, Stevens and Davis distributed a 52-item survey instrument to sixteen school districts. The survey, consisting of three sections measured attitudinal items, perception of school staff toward health-related behaviors of staff, students and administrators and organizational opportunities for health and wellness.

HOT and COLD districts were determined. Some unique initiatives found in the HOT districts were healthy cafeteria food options, staff in-service wellness programs and district policies regarding smoking behavior, use of pre-time for exercising and serving healthy refreshments at staff meetings. The greatest differences between HOT and COLD districts were the number of health-related staff services. As well, the HOT districts addressed social and organizational factors where health education services were extended beyond the classrooms. The activities for school staff were thought of as part of the school health education program. HOT districts said it was important to demonstrate a commitment to healthy living so that students did not see and experience incongruent lifestyle habits of the staff and school health education program information such as smoking curricula. COLD districts displayed minimal interest in health education for staff and concentrated on academic subjects for students.

McConaghy (1992), in an article titled *Teacher Wellness: An Educational Concern*, provides an overview of teacher stress research and how stress can impact the well-being of teachers. He suggests that stress and depression among Canadian teachers

is beginning to receive national attention. He comments on a particular study done by Jevne and Zingle (1990), in which 600 of the 20,000 teachers in Alberta, Canada were on long-term disability leave. For the majority of these teachers the leave was stress-related.

McConaghy expresses concern for teachers:

Too many good teachers, who are sensitive, gentle, and somewhat fragile, are prone to developing stress-related problems from excessive workloads and time demands; from lack of support and recognition from school administrators; from student behavior and lack of parental support; and from government policies and societal expectations that requires teachers to shoulder a great part of the responsibility for the ills of society (p. 350).

He encourages all of us to find ways to “ensure the wellness of these teachers so that they can maintain their dreams” (p. 350), and continue to make a difference to children and society.

Bruce (1993) describes the development of a university campus employee wellness model, developed by two registered nurses completing a Bachelor of Science in Nursing at Brandon University (Brandon, Manitoba, Canada). The model has proved to be the driving force for a wellness program that has been endorsed by the President of the university as well as the Workplace Safety and Health Committee. The model is based on a visual representation of a 19th century bicycle, which metaphorically represents control over movement, direction and wellness outcome. Inside the main bicycle wheel are the program components which include healthy eating, back care programs, cardiovascular prevention, cancer prevention, stress management, smoking cessation and active living. The spokes of the wheel represent the concept of self-responsibility. The centre cog represents the university community and includes faculty, staff and students. Arrows between the various programs suggest that all components are connected. The

smaller back wheel represents the advisory committee that is committed to the development and implementation of the university wellness program.

Carter (1994), the author of one article in a series of articles on current teaching issues published by the Western Regional Resource Center (WRRC), a joint project of the U.S. Department of Education, Office of Special Education Programs and the University of Oregon, discusses teacher burnout and coping mechanisms. She states that:

“Each individual teacher will need to find the unique combination of individual strategies that helps him or her manage stress and maintain physical and psychological well-being. Schools which recognized the needs for administrative support, teaming, decision making, mentoring and other safeguards against teacher stress and burnout also contribute to the well-being and longevity of staff members” (p.2).

Her review of literature about teacher stress and burnout identified major effects of stress experienced by teachers and included: feeling exhausted, feeling frustrated, feeling overwhelmed, carrying stress home and feeling guilty about not doing enough. This article also outlined strategies teachers reported using to cope with stress and these included doing relaxing activities, organizing time and setting priorities, maintaining diet and exercise, discussing problems with professional colleagues and taking a day off. Strategies teacher thought could be implemented by administrators to assist them in enhancing their well-being were listed as: allowing time for teachers to collaborate and talk, providing more verbal praise, reinforcement and respect for the job, providing more support, providing more paraprofessionals or support staff and building better communication and decision-making involvement with administrators.

Rankin and Girvan (1998) studied the health practices of school district personnel who attended the Great Potato Health Conference. This conference, held annually in Idaho, U.S.A., had as a key objective, enhancement of personal wellness of conference

participants. Rankin and Girvan state that there had been a lack of available evaluation data on this identified conference goal. These researchers assessed participant's health practices prior to the conference and did follow-up assessments three and six months after the conference.

One-hundred and three elementary and secondary teachers, administrators, school board members and school food service managers participated in the study. The revised Martin's Index of Health Behavior was selected to assess the general health behaviors of the subjects. Health behaviors such as exercise, sleep, personal health and nutrition were measured. Participants who had attended one or more previous GPHCs scored significantly higher on the revised Martin's Index of health behavior than those who had not previously attended a GPHC.

The authors indicated that other factors such as participation in a school site-based wellness program might have influenced these results. They also suggested that participants who chose to attend the conference more than once might have been more concerned about personal health behaviors. Participants in the study had significantly higher scores three months following the conference, but the health practice scores six months following were not significantly higher than the scores at three months. However, the scores at six months were significantly higher than the pre-conference scores.

Rankin and Mathews (1998) did a follow-up study that measured health behavior changes of 68 initial participants one year after participation in the GPHC. The revised Martin's Index of Health Behavior was used to collect data. Health practice mean scores one year following the conference were significantly higher than health practice mean

scores prior to attendance at the GPHC. However no statistically significant difference existed between health practice mean scores three months following attendance at the GPHC and one year following the GPHC or practice mean scores six months following the GPHC and mean scores one year following the GPHC. The researchers also found that though health practice scores did not increase significantly at six months and one year, no significant drop in scores occurred following the three-month assessment of these particular participants.

Anderson (1999) described a number of wellness initiatives for teachers in Austin, Texas. At one elementary school, teachers organized a walking program and met two to three times per week. In another elementary school, the principal allowed teachers to start an exercise program at 3:00 p.m. when the students left, instead of having to wait until 3:30 p.m. when the school day officially ended. In other schools, teachers met in the mornings and utilized the school strength training equipment; walking routes were developed by fifth graders working on school measurement projects; administrators offered incentives such as school key-rings or t-shirts; and school nurses measured blood pressure and heart rates. Anderson believes that wellness programs for teachers are beneficial. The students see positive role modeling, there is less absenteeism and teachers enjoy their work more.

Portner (1998), in an article in *Education Week*, provided an overview of a number of wellness programs and services that the Monterey County school district offers its teachers and support staff. She said these “programs go beyond standard health care in that they aim to promote employees’ general health and well being” (p. 2). First, the county formed the Monterey Bouny Schools Insurance Group (MBSIG) plan that

provides affordable medical coverage. Then the board of the MBSIG formed a wellness committee and reviewed literature on alternative health options and treatments and physical fitness and activity programs. The result was a broadening of the services the medical plan allowed teachers to access such as acupuncturists, blood pressure screenings, computerized cancer assessments and healthy cooking demonstrations. Discount rates at fitness clubs were also introduced as well as financial support for smoking cessation programs. Some notable successes since the inception of these programs have been dramatically reduced injury claims, reduced absenteeism and fewer serious illnesses.

The Fall 2000 (Volume II, Issue III) issue of the electronic wellness newsletter Well (http://www.speakwell.com/well/2000_fall), written by Dr. Martin Collis, was dedicated to teacher wellness. In the lead article titled *Total Teacher Wellness*, Collis provided some simple self-care suggestions for teachers that included thinking positively, being enthusiastic, building physical activity into daily routines, eating well, stress management techniques such as meditation or progressive muscle relaxation and goal setting. This article also included a song he wrote called *The Teacher Song*. The song is a moving tribute to teachers and celebrates teaching as a meaningful and rewarding career.

Another valuable page provides links with Internet sites about teachers and teaching. The sites are: The British Columbia Teachers' Federation, <http://www.bctf.ca> ; Teachnet, <http://www.teachnet.com>; The American Federation Teachers Organization, <http://www.aft.org>; the Florida Education Association's Young Educator's Source,, <http://www.yesiteach.org>; and Canada's SchoolNet, <http://www.schoolnet.ca>.

Teacher Wellness – A Historical Look

School Leadership: Essays on the British Columbia Experience, 1872-1995

When researching any topic, a visit to the past often brings a new perspective to the present. As it turns out, concern about the well-being of teachers is not a new phenomenon. In British Columbia, as early as the 1920's, the working and social conditions of teachers were in question and teachers experienced problems associated with workload, inadequate accommodations, lack of teacher training and personal problems. According to Fleming et al (2001), high teacher turnover rates, especially in rural schools, and a public outcry for improving the welfare of female teachers convinced education officials of the day to examine the working conditions of teachers in British Columbia.

Excerpts from the diary of Mary Williams, an eighteen-year-old teacher in Mud River, B.C. provide a glimpse into the day in the life of a rural teacher.

The school was in a terrible state. Large shavings at least six inches in depth in some places covered the floor. The ceiling and one wall were finished but they had run out of lumber and had to stop. The blackboards were down also. Desks, lumber, and books everywhere. An old stove still up and a new one on the floor (Fleming & Smyly, 2002, p. 376).

Teachers also carried heavy workloads. Beyond the regular teaching responsibilities, teachers were also expected to light and tend to stoves, cook lunches for the children and complete general janitorial duties. Stephenson (1995) states that "On arrival at school during periods of severe climatic conditions... teachers had to take precious time out of their already hectic schedules to ensure that their pupils were warm, dry and comfortable enough to concentrate on their lessons" (p. 243). Another part of the job was the responsibility for routinely checking students for contagious diseases.

Equity issues (female teachers had on average six more students than their male counterparts), salary issues, dealing with inappropriate behaviour of school board officials, and lack of teaching resources were just a few of the many other challenges teachers in the early and mid 1900's faced (Fleming, Smyly & White, 2001). Fleming et al (2001) state that in 1928 the Ministry of Education did attempt to improve the well-being of teachers by appointing a woman named Lottie Bowron as the Rural Teachers' Welfare Officer. Her assignment was to provide support and assistance. She traveled around the province chronicling the harsh physical conditions and isolation that many teachers faced. She also provided advice, intermediary services and support to female teachers. The authors comment that this was an extraordinary appointment.

“Never before – or, ... since – has the government's schools bureau appointed an officer whose responsibility lay expressly in the domain of social rather than educational welfare. ... And, never before – or since – has the Department of Education attempted to intervene so directly in the lives of as many teachers (Fleming et, al, p. 115).

Fleming et al (2001) also suggests that Bowron's reports might help to explain the historical context that has led to a rise in teacher militancy over the years and the present struggle by the British Columbia Teachers' Federation to protect teacher's rights and ultimately their personal and professional well-being.

This concludes the Review of Literature of research about wellness, teachers and teacher wellness. It is a review that has illustrated the growth and development of wellness research. It also has presented a past and present portfolio of research as it pertains specifically to teachers. The concluding section of this chapter will share with

the reader, Bolman and Deal's Organizational Development and Analysis model that was used as a conceptual framework to guide the inquiry.

Conceptual Framework – Bolman and Deal Four Frame Model

Patton (1990) states:

Phenomenology includes recommended procedures for becoming clear about and taking into account biases and predispositions both during fieldwork and analysis so as to get at the true essence of the phenomenon under study. Hermeneutics takes the position that nothing can be interpreted free of some perspective, so the first priority is to capture the perspective and elucidate the context of the people being studied (p. 85).

An organizational development theory that has been used to study organizations is Bolman and Deal's (1997) Four-Frame Model (Figure 5) as discussed in their book titled *Reframing Organizations: Artistry, Choice and Leadership* (p. 15). The authors suggest that organizations can be seen through four frames of reference: A Structural Frame, a Human Resource Frame, A Political Frame and a Symbolic Frame. They also suggest "For different times and situations, one perspective may be more helpful than others" (p. 270).

Overview of the Four-Frame Model

	Frame			
	Structural	Human Resource	Political	Symbolic
Metaphor for organization	Factory or machine	Family	Jungle	Carnival, temple, theatre
Central Concepts	Rules, roles, goals, policies, technology, environment	Needs, skills Relationships	Power, conflict competition, organizational politics	Culture, meaning, metaphor, ritual, ceremony, stories, heroes
Image of leadership	Social architecture	Empowerment	Advocacy	Inspiration
Basic leadership challenge	Attune structure to task, technology, environment	Align organizational and human needs	Develop agenda and power base	Create faith, beauty, meaning

Figure 6. Four Frame Model.

From: L.G. Bolman and T.E. Deal. 1997, *Reframing Organizations: Artistry, Choice and Leadership*, p. 15. Copyright by L.G. Bolman and T.E. Deal, 1997, San Francisco, Jossey-Bass Publishers, John Wiley & Sons. Inc. Reprinted with permission of the publisher.

Bolman and Deal's research has shown that "effective leaders and effective organizations rely on multiple frames" (Bolman and Deal, 1997, p. 279). They have also determined that "effective leaders change lenses (or frames) when things don't make sense or aren't working" (p. 280). Furthermore, they are realistic in their application of

the frames and remind managers and leaders “each of the frames offers distinctive advantages, but each also has blind spots and shortcomings” (p. 280).

Structural Frame

The Structural Frame views an organization as a bureaucracy or a Factory. Key words that describe the Structural Frame are coordination, control, policies and procedures, planning, budgeting, evaluation. A manager or leader working within the structural frame would be analytical, a logical thinker, someone who was organized and concerned about systems management. Assumptions that support this frame are: organizations exist to achieve established goals and objectives, structures must be designed to fit an organization’s circumstances and appropriate forms of coordination and control are essential to ensure individuals and units work together to service the organizational goals.

Human Resource Frame

The Human Resource Frame puts ‘people first’. Within this frame, employees are seen as a primary resource. There is an emphasis on collaboration. This frame is sometimes described as a Family. A Human Resource manager or leader is supportive and participative. Assumptions that support this frame include the understanding that people and organizations need each other and when the fit between the individual and system is good both the individual and the organization benefit.

Political Frame

A Political Frame manager or leader might be persuasive, skilled at negotiation and bargaining. This frame assumes that within an organization there will be conflict or ongoing tension, although that is not necessarily a negative thing. Thus, the Political Frame is sometimes called a Jungle. Bolman and Deal (1997) suggest that assumptions for the Political Frame include an understanding that scarce resources and enduring differences give conflict a central role in organizational dynamics and make power the most important resource and there are enduring differences among coalition members in values, beliefs, information, interests, and perceptions of reality.

Symbolic Frame

Sometimes described as a Theater, Bolman and Deal (1997) suggest, “meaning, belief, and faith are central to a symbolic perspective” (p. 216). Key words that describe the Symbolic Frame are ceremony, ritual, celebration, and inspiration. Some of the underlying assumptions of this frame are the understanding that in the face of uncertainty and ambiguity, people create symbols to resolve confusion, increase predictability, provide direction, and anchor hope and faith and that many events and processes are more important for what is expressed than what is produced. They form a cultural tapestry of secular myths, rituals, ceremonies, and stories that help people find meaning, purpose, and passion.

Using the Four Frame Model

Formal and informal leaders must be masters of many roles to support an organization's vision and motivate group members. Multi-frame thinking can enhance management and leadership effectiveness. The work of Bolman and Deal gives us such a framework to frame our vision and goals. When all frames are acknowledged and there is an attempt at balance between the frames, an organization can work 'well'.

Teachers work in organizations. Individuals need to be encouraged to support their own well-being by adopting healthy lifestyle behaviors and organizations can support teachers in this regard. Thus, the use of Bolman and Deal's model will be used to guide the inquiry and assist in the understanding of a 'well' school and 'well' teachers.

Conclusion

The Review of Literature has visited the past, introduced wellness experts, and acquainted the reader with current research about teacher wellness. The next chapters will present the research of this inquiry. The next four chapters are organized as follows: Chapter Three, Methodology; Chapter Four, Findings; Chapter Five, Analysis and Discussion; and Chapter Six, Conclusions and Recommendations. Chapter Seven, Epilogue has also been added to update the findings of this research.

Note: Letters requesting copyright permission for the use of the wellness models and the organizational development model and the copyright permission letters granted are all included in the Appendix section – Appendices Q through V.

CHAPTER THREE

METHODOLOGY

This inquiry blended both quantitative and qualitative data collection methods. The administration of a Province-wide questionnaire to Superintendents and Local Presidents of Teachers' Unions and Associations, to determine what wellness programs and services were available for teachers in British Columbia provided the quantitative data. Thomas & Nelson (1985) stated: "The most common descriptive research method is the survey, which includes questionnaires, interviews, and normative surveys" (p. 182). A researcher using a survey [questionnaire] is usually attempting to determine opinions of a specified population. Questionnaires ask subjects to respond to questions - they do not assist the researcher in observing behavior.

There are limitations to using a questionnaire to gather data. The results "are simply what people say they do or what they say they believe or like or dislike" (Thomas and Nelson, 1985, p. 183). However, the use of a questionnaire as a data-collecting instrument can be very beneficial. Questionnaires are practical when time and cost are factors. It may not be possible to interview a large number of participants due to the research time-line or geographical location, whereas a large population located in various parts of a province or country can be sent questionnaires.

Questionnaires can also be constructed using a variety of question formats. Closed questions, rankings, scaled items, categorical responses and open form questions can be used to elicit responses to research questions. The use of a questionnaire as a research tool was deemed beneficial for this inquiry. Quantitative findings are presented in the next chapter using descriptive statistics.

Qualitative data were collected by in-depth interviews with a selected group of teachers and comments from Superintendents and Local Presidents of Teachers' Unions and Associations, recorded on the questionnaires. One of the features of qualitative inquiry is its variety. As Patton (1990) says, "Qualitative inquiry is not a single thing with a singular subject"...instead there is a "rich menu of alternative possibilities *within* qualitative research, which manifest themselves as different theoretical traditions and orientations" (p. 65). Some examples include: Biography, the study of an individual using a collection of life documents; Grounded Theory, where the centerpiece is the development or generation of a theory related to the context of the phenomenon being studied; Ethnography, a type of inquiry that focuses on the culture of a group; Case Study, an exploration of a case or multiple cases over time (Creswell, 1998); and Phenomenology, derived from the Greek word phenomenon, which means "to show itself," - to put into light or manifest something that can become visible in itself (Heidegger, 1962, p. 57).

Phenomenology was chosen as a way of studying Teacher Wellness. "Put simply and directly, phenomenological inquiry focuses on the question: "What is the structure and essence of the experience of this phenomenon for these people?" (Patton, 1990, p. 69). In this inquiry, the phenomenon was wellness. The people were teachers.

Phenomenology has a long and varied history. It is a philosophy, a method and an approach, which has changed and shifted over the years (Ray, 1994). The founder of this tradition was Edmund Husserl, who lived from 1859 to 1938. "Central to Husserl's approach was the fundamental recognition of experience as the ultimate ground and meaning of knowledge" (Koch, 1995, p. 828). Husserl introduced the concept of the 'life

world', or 'lived experience' (Husserl, 1931). Husserl claimed one's life-world was not readily accessible because it was made up of what one takes for granted or things one considers to be common sense. Husserlian phenomenology, sometimes referred to as transcendental phenomenology, has one re-examine his/her taken-for-granted experiences and critically evaluate the meaning of the human experience (Koch, 1995). There are three dominant notions that are essential to Husserlian phenomenology: intentionality, essences, and phenomenological reduction (Husserl, 1931). Intentionality is one's conscious awareness. Essences are one's mental content - knowledge, understanding, intentions and actions that originate in one's mind. The mind is the source of meaning and interpretation.

When researching essences, Husserl used transcendental phenomenological reduction, or the elimination of all preconceived notions or assumptions. The method used to do this was called bracketing or epoche (Kerry & Armour, 2000). By recognizing and holding preconceptions about the world in abeyance, the researcher can see the genuine and true form of things themselves (Kerry & Armour, 2000; Ray, 1994). Van Manen (1990) describes this "as an act of suspending one's various beliefs in the reality of the natural world in order to study the essential structures of the world" (p. 175). According to Husserl (1931), one can then achieve an unbiased view of their own subjectivity; no longer part of their own bias

It was the notion of transcendental phenomenological reduction that spurred Martin Heidegger, (1899 – 1976) a student of Husserl's, to develop a new form of phenomenology, called hermeneutical or interpretive phenomenology. Benner (1994) states that the terms 'hermeneutical' and 'interpretive' are used interchangeably, but that

the term interpretive is more accessible. Heideggerian phenomenology, also described as existential or philosophical hermeneutics brings some of Husserl's concepts with it, but concentrates on the experience of understanding and challenges some of Husserl's assumptions. First, Heidegger (1962) believes that individuals bring certain background expectations and a framework of meaning to "being *in* the world, rather than *of* the world" (Ray, 1994, p. 121). He calls this historicity of understanding, one of two fundamental and interrelated notions of Hermeneutical or interpretive phenomenology. He does not believe that one's presuppositions should be eliminated or suspended (bracketed) as an attempt to make meaning of a phenomenon is made.

This belief links to the second assumption that theory cannot be generated from the standpoint of an observer who stands outside the situation, hence, the researcher enters into something Heidegger called the hermeneutic circle where he/she participates in making data. Researchers, therefore do not acquire new knowledge, but come to interpret the phenomenon and gain a deeper understanding of what was already in the world.

The two essential notions, or threads, are as Koch (1995) says, "inextricably intertwined" (p. 831). A brief explanation of these notions is presented here.

Historicity is made up of four concepts: background; pre-understandings; co-constitution, and interpretation.

- Background – is inherited, handed down and is fundamental for interpretation – part of a person by culture and birth. The recognition that personal histories lead to unique perceptions of different experiences and that personal histories cannot be bracketed out is fundamental for interpretation (Kerry and Armour, 2000, p. 8).

- **Pre-understanding** – refers to the meaning and structure of a culture, which includes language and practices, which are already in the world before one understands them (Koch, 1995). This pre-understanding must be brought into focus so a common background of understanding can be formed.
- **Co-constitution** – a key Heideggerian assumption that there is an indissoluble unity between the person and the world. Koch (1995) describes this concept, as people participating in a world that was there before analysis, therefore human existence and the world co-constitute each other. This participation is in cultural, historical and social contexts (p. 831).
- **Interpretation** – For Heidegger (1927/1962), understanding is a mode of being, not a way of knowing. Therefore, we are self-interpreting, self-defining beings and every encounter entails interpretation based on our background, in its ‘historicality’.

The Hermeneutic Circle is defined as, “A process of analysis in which interpreters seek the historical and social dynamics that shape textual interpretation” (Kincheloe & McLaren, 2000, p. 286). The process of being in the hermeneutic circle is an engagement in the back-and-forth of studying parts in relation to the whole and the whole in relation to parts. In addition to the movement of whole to parts is an analytic flow between the abstract and the concrete. “Such dynamics often tie interpretation to the interplay of larger social forces (the general) to the everyday lives of individuals (the particular)” (Kincheloe & McLaren, 2000, p. 286). It is this give and take with the circle that

provokes a researcher “to review existing conceptual matrices in light of new understandings” (p. 286).

Guba and Lincoln (1989) suggest that, “when the circle of respondents [participants] has been completed, it may be useful to make the circle a second time” (p. 153). They also encourage the researcher to be open to other inputs that may be introduced such as other stakeholders [participants], documents, observational data and the researcher’s own etc.

One more interpretation of the hermeneutic circle is Packer and Addison’s (1989) description of a forward arc of projection and a return arc of uncovering. The forward arc represents the projecting of possibilities or the researcher’s viewpoint. The reverse arc opens the door for interpreting what was uncovered.

One is always within the hermeneutical circle of interpretation. Researcher and research participants are viewed as sharing common practices, skills, interpretations, and everyday practical understanding by virtue of their common culture and language. The discipline and intent of the hermeneutic circle is to “avoid projecting one’s own world onto the world of another” (Benner, 1994, xviii). Staying open to the text can reveal “blind spots, mysteries and otherness” (Benner, 1994, xviii).

Rationale for Methodology

According to Kerry & Armour (2000), “It follows that research claiming to use a phenomenological approach must make explicit the ontological assumptions upon which it is based” (p. 8). Heideggerian phenomenology, or the hermeneutic tradition or interpretative approach was embraced in this inquiry for two reasons.

First, whereas, Husserl would have one attempt to bracket preconceived notions of biased suppositions about wellness, teachers and teacher wellness, Heidegger supports the belief that the researcher's history and understanding – in this case of wellness and teacher wellness - is an important part of the findings. He believes that it is difficult to separate the description of the suppositions from one's own interpretation. Heidegger says we are self-interpreting, self-defining beings and every encounter entails interpretation based on our background, in its 'historicality'. Nonetheless, the researcher must be true to the text and attempt to not read in meanings that are not there; not supported by textual evidence gathered through the interviews or comments provided by (in this inquiry) the teachers and the Superintendents and Local Presidents of Teachers' Unions and Associations. There must be an attempt to reconcile the presuppositions and historicality of the researcher's and the participants' presuppositions and historicality.

The second reason a hermeneutic tradition or interpretive approach is being used is Heidegger's hermeneutic circle. The hermeneutic circle parallels the visual images of many of the wellness models discussed in Chapter Two, Review of Literature. This circular image seemed to be meaningful, not just a coincidence – not an accidental thread. As was referenced in Kulchyski, McCaskill, & Newhouse (1999), in the Review of Literature, on First Nations Medicine wheels, "The wheel, as a circle, expresses a unifying force in life" (p. xix). Heidegger (1927/1962) calls it the "circle of understanding" (p. 195). The hermeneutic circle does not allow a researcher to remain aloof or outside of the inquiry. It invites one into the inquiry. The researcher becomes part of the circle as do the participants. The hermeneutic circle also allows the researcher

and the participants to wander, ponder, gather, and to re-enter, at varying points on the circle. This approach, method or philosophy fits for an inquiry about Teacher Wellness.

“The hermeneutic-phenomenologic tradition or interpretative approach is ontologic, a way of being in the social-historical world where the fundamental dimension of all human consciousness is historical and sociocultural and is expressed through language (text)” (Ray, 1994, p. 118). The language of teacher wellness was heard through the hermeneutic circle.

Design of the Inquiry

Ethical Considerations

Application for ethical review of human research was submitted to the University of Victoria Human Research Ethics Committee July 28, 2000. A certificate of approval was granted to the Principal Investigator, Lara Lauzon, Ph.D. Candidate, Department of Education, School of Physical Education for the research study titled Teacher Wellness: An Interpretive Inquiry. The proposed research met the appropriate standards of ethics as outlined by the University of Victoria Research Regulations Involving Human Subjects and was granted approval September 23, 2000. (Appendix A)

The research qualified as ‘minimal risk research’ because 1) participation in the study was voluntary, 2) participants were informed fully of the study – the benefits of participation, the data generating method, the assurance of privacy and confidentiality, consent forms were signed prior to the study, the right to withdraw from the study at any time was guaranteed, participants had access to transcriptions of personal interviews, information about the use of the findings of the research was shared with all participants,

3) the investigation into how teachers define wellness and what supports the well-being of teachers was not designed to be invasive, 4) the personal interviews were designed as interpretive conversations, not interrogations, 5) the survey data collected were coded so school districts were guaranteed confidentiality, and 6) there was no indication of potential harm to the interview participants nor the survey recipients psychological, emotional, physical or spiritual well-being in discussing what supports the well-being of teachers.

Research Time-Line

The Research Timeline Table below (Table 1) maps the timeline for the research study. Although this chart indicates the research process was linear, this was not always the case. As Patton (1990) says, “Side-trac, zig-zag, and circumnavigate. Creativity is seldom a result of purely linear and logical induction or deduction. The creative person explores back and forth, round and about, in and out, over and under...” (p. 435). Janesick (2000) concurs. “Because working in the field is unpredictable a good deal of the time, the qualitative researcher must be ready to readjust schedules and interview times, add or subtract observations or interviews, replace participants in the event of trauma or tragedy, and ever rearrange terms of the original agreement” (p. 387). This is what I, the researcher, experienced.

Table 1. Research Time Line

Tasks	July 2000	Sept 2000- Dec. 2000	Jan 2001- April 2001	June 2001- July 2001	Sept. 2001- Aug. 2002
Ethical Review	X				
Writing and Movement Workshop	X				
Preparation of Data Collection Tools		X			
School Visits		X			
Interview Schedules		X	X		
Pilot Questionnaire And Survey Distribution		XX			
1 st Interviews and Transcriptions		X-----X			
2 nd Interviews and Transcriptions			X-----X		
Follow-up Survey Request Letter			X		
Focus Group Meeting				X	
Pro-D Day Presentation		X X			X X
Analysis, Interpretation and Write-up				X-----X	X-----X
Conference Presentations					X X X X
Meeting with interview participants – wellness committee					X

X = approximate time within months tasks indicated were completed.

Research Process

*But doth suffer sea change
Into something rich and strange*
William Shakespeare
The Tempest, Act I, Scene 2

The best description of the research process encountered by the researcher, can be captured by Shakespeare's words of wisdom above and Lambert's (1995), description of 'sea-change' that is:

“...a process in which the sea moves in upon itself as the entire sea shifts forward. Feedback spirals, formed by critical inquiry, action research, and other forms of information, resemble the sea moving in upon itself. The shift forward of the entire sea results from the motion of meaning-making, of interpreting new information together. This is what is meant by a “self-organizing” system and this is what is meant by “systemic change” (p. 53).

As stated in the Chapter One, my initial thoughts for an approach for teacher wellness research included the implementation of a teacher wellness program in a stratified random sample of school districts. Data sources for this quantitative study would be pre and post test scores on a number of wellness variables, such fitness levels, nutrition awareness, and stress-management skills. Instead, a shift from a purely quantitative study to a phenomenological study that utilized both quantitative and qualitative research methods occurred. The entire sea shifted forward and moved in upon itself. Implementation of a 'canned Lara wellness program' moved to one of exploration and interpretation about teacher wellness and an investigation into what wellness services and programs were available for teachers in British Columbia.

Lambert (1995) describes qualitative research as a new eye that “seeks to see things as they are, instead of as they are planned or ‘should be’” (p. 53). She comments that the intent of many educational research projects is the implementation of “a specific

change that has a predetermined knowledge base. Recognition of a problem has been predetermined; so are the solutions. Based on the known solutions to similar problems, goals, objective, types of involvement, necessary training, and evaluation can also be pre-set” (p. 55). Sea-change processes involve a sharing of meaning and values. Emerging knowledge is pluralistic and understanding deepens through time. Whereas traditional research project strategies include the monitoring and evaluation by external criteria and an agent, sea-change process is self-monitoring based on internal criteria.

We can equate a project strategy with outside-in development and a sea-change process as inside-out development. This aptly describes ‘my research process’. As the fix-it researcher, there was an assumption that teachers were not well and needed a program to make them well. An expert, implementing a teacher wellness program, might save the day. This expert had the test. This expert also knew the answers. This is an example of an outside-in process.

Exploring teacher wellness was an inside-out process. The process combined listening, reflecting and building relationships. It also meant gathering information and allowing that information to become part of me.

“Information is the substance that feeds back upon the sea, shifting it forward; pieces of information, processed together, evoke diversity and coevolution. Information is the basis for constructing new meanings and knowledge. It opens a system to fluidity, flexibility and air” (Lambert, 1995, p. 58).

Information and data came from twenty-two, in-depth personal interviews with teachers; transcriptions of interview tapes and one focus group meeting with seven of the participating teachers; the administration of one hundred and forty questionnaires to Superintendents and Presidents of Teachers’ Unions and Associations; the reading of

research articles; accessing websites, and engaging in conversations with colleagues, wellness researchers, teachers, administrators, and students. Some authors would suggest this research process could be called data triangulation. “Using triangulation is recognition that the researcher needs to be open to more than one way of looking at things” (Patton, 1990, p. 193). It is suggested that the research process in this inquiry could be more appropriately termed data circulation. Using both qualitative and quantitative data collection methods allowed for data analysis that had more breadth and depth than using only one of the collection methods could have provided.

As I explored what wellness meant to teachers, I found myself exploring what wellness meant to me. This resulted in something Lambert (1995) calls breaking set with old assumptions. She says this is not a new idea, “it has been around since the discovery of religious conversion, ... and since writers of the past century talked about world view, mind-set, ... frames of reference...” (p. 61). Nevertheless, she encourages us to take on the challenge of breaking set, to change our way of thinking, “to broaden the boundaries, to allow in more possibilities” (p. 61). Heidegger’s hermeneutic circle was the research tool that allowed for these possibilities. Instead of triangulation (Patton, 1990), the method was circularity.

Patton (1990) describes this process as creative thinking. He says that, “qualitative evaluation inquiry draws on both critical and creative thinking – both the science and the art of analysis” (p. 434). He offers the following guidelines for creative thinking: be open, generate options, divergence before convergence, multiple stimuli, change patterns, make linkages, trust yourself, work at it and play at it (p. 435). All of

these suggestions were helpful, and all of them were used during the research and writing process.

The research process also equated to what Guba and Lincoln (1989) call Constructivist Inquiry. "... whereas positivists begin an inquiry *knowing* (in principle) what they don't know, constructivists typically face the prospect of not knowing what it is they don't know" (p. 175).

The research process also provided lessons in patience, flexibility, commitment, tenacity, trust, and support from others. Sometimes this research had a body, mind and spirit of its own. At times, although I thought I was supposed to be the one in control, I was not. Laird (2001), says this so well as he describes the view he sees as he looks out upon a lake. Whitecaps and windsurfers inveigle him to join them, but he does not go.

"Today the wind is only playing. By the time I got out there with the windsurfer, the breeze would be gone and I'd be left balancing on quiet water, waiting for a little gust, tugging the sail toward me in a slow rhythm trying to make my own air. It looks enticing out there, just enough wind, but I can sense that it's ephemeral, a ghost on the water, something to draw me in and leave me awash in my own enthusiasm" (p. 5).

Many times I was awash in my own enthusiasm. Sometimes I found myself bobbing in whitecaps, sometimes breathing quietly in calm water. There were times when I planned to be in calm water, but found myself in whitecaps. Using the metaphor of threads, sometimes I was tightly wound up, even in knots, while other times I was unraveling. Sometimes I was sliding down a thread, sometimes climbing up one. I discovered that this was all right.

Participant Recruitment, Selection, and Sample

In this section it is difficult to separate the discussion of the process of recruiting participants and the actual participant selection and sample. This section will be presented in a linear fashion. First will come a description of the methods used to recruit participants, then a description of participant selection. However, reflecting on the research process, it was yet another one of those side-track, zig-zag, and circumnavigating experiences. I found myself in my own interpretive inquiry of my Teacher Wellness Interpretive Inquiry. This is hermeneutics. The threads were intertwined.

This inquiry used three purposive sampling methods to recruit and select teachers for the individual in-depth interviews: snowball or chain, maximum variation, and opportunistic sampling. One purposive sampling method - sampling politically important cases - was used to decide who should be sent questionnaires to gather data about teacher wellness programs and services in British Columbia. The sampling methods for participant selection for the in-depth interviews are described first.

Chain Sampling

Patton (1990) describes the snowball or chain sampling method of purposeful sampling as:

...an approach for locating information-rich key informants or critical cases. ...In most programs or systems, a few key names or incidents are mentioned repeatedly. Those people or events recommended as valuable by a number of different informants take on special importance (p. 176).

The snowball or chain sampling began with the design of a poster describing the study (Appendix B) and the writing of a letter to Principals of schools located in two large

school districts in Greater Victoria, British Columbia (Appendix C). The letter described the study and encouraged the Principals to display the poster in their staff room. Letters and posters were hand-delivered to the Principal's offices of twenty schools by a colleague and myself. Follow-up telephone calls were made to Principals that were not seen in person when delivering the letters. Discussions with work colleagues in the Faculty of Education who taught pre-service teachers also resulted in a list of possible participants.

Chains of recommended informants then began to link. There was divergence and then convergence. Principals and work colleagues put a number of names forward and individual teachers contacted me about the study. Follow-up of key informants and informational telephone interviews (Appendix D) resulted in a potential sample of participants. The posters displayed in staff rooms at numerous schools in Greater Victoria School Districts, resulted in invitations to the researcher to present two Professional Development Day (Pro-D Day) sessions on wellness for teachers (November 10th and November 16th, 2000). This resulted in more follow-up queries from teachers about the inquiry and the commitment from more participants to participate in the inquiry.

Maximum Variation Sample

The purpose of maximum variation sampling is to capture and describe central themes that carry across participant variation (Patton, 1990). In small samples, heterogeneity can be a problem, but Patton suggests, "Any common patterns that emerge from great variation are of particular interest and value..." (p. 172). He instructs

qualitative researchers to identify diverse characteristics or criteria for constructing the sample. He suggests that the data collection will “yield two kinds of findings: (1) high-quality, detailed descriptions of each case, which are useful for documenting uniqueness, and (2) important shared patterns that cut across cases and derive their significance from having emerged out of heterogeneity” (p. 172).

For this study, participant sampling was limited to teachers who taught at middle or senior high schools. I was most familiar with the demands of teaching at these levels from the work I do within middle and secondary schools as a presenter of student health and wellness sessions. This is where the inquiry about teacher wellness would begin. Based on maximum variation sampling, a decision was made not to limit teacher selection to one school, or to one area of teaching or years of experience. Both male and female teachers who were relatively new to teaching, or, had alternatively taught for many years and who taught across the curriculum were chosen from a number of schools. Facing and understanding personal assumptions was another essential thread that was spun throughout this research process.

As a result of the chain and maximum variation sampling methods employed, there was a choice of interview participants from an (n) of twenty-five teachers. Further informational telephone interviews and email correspondence with the prospective participants resulted in a selection of ten teachers who were both interested and willing to explore the phenomena of wellness. Seven more participants said they would like to be interviewed when they were not so busy with their teaching duties. Eight participants decided that exploring teacher wellness was not in their best interest at the time as they

were already feeling overwhelmed by their jobs. The study was begun with ten participating teachers.

Opportunistic Sampling

In the second interview stage, described in the next section, two more teachers became participants in the study. One was an elementary school teacher; the other was a retired teacher who was back teaching on a short-term contract. Both of these teachers had been present in Pro-D Day sessions I had led. The elementary school teacher was interested in exploring Teacher Wellness both personally and on behalf of her school. The retired teacher had enjoyed the Teacher Wellness presentation given to the staff at his school and sent comments to me, the researcher, regarding this Professional Development session. Opportunistic sampling takes advantage of new opportunities during the data collection. Patton (1990) says,

Unlike experimental designs, qualitative inquiry designs can include new sampling strategies to take advantage of unforeseen opportunities *after* fieldwork has begun. Being open to following wherever the data lead is a primary strength of qualitative strategies in research. This permits the sample to emerge during fieldwork (p. 179).

After speaking to both individuals about Teacher Wellness, I decided that their input would be of value. I was interested in the elementary teacher's thoughts about Teacher Wellness. I did not know if she might define wellness differently than the middle and high school teachers and I wanted to find out. The retired teacher, who had returned to teach one class each term had many interesting thoughts on Teacher Wellness I was interested in speaking with him further. One participant had dropped out of the

study. Thus, adding two more teachers resulted in a final sample size of eleven teachers (Table 2).

With regard to sample size, Creswell (1998) said,

For a phenomenological study, the process of collection information involves primarily in-depth interviews with as many as 10 individuals. ...The important point is to describe the meaning a small number of individuals who have experienced the phenomenon. With an in-depth interview lasting as long as 2 hours, 10 subjects in a study represents a reasonable size (p. 122).

Patton says, "There are no rules for sample size in qualitative inquiry. Sample size depends on what you want to know, the purpose of the inquiry, what's at stake, what will be useful, what will have credibility, and what can be done with available time and resources" (p. 184). Lincoln and Guba (1985) recommend that a sample selection size is determined when you reach something they call the point of redundancy. When no new information from the participants is forthcoming, then the sampling size is complete. Following these recommendations, it was felt that the sample size was adequate, yet could be increased if needed.

Table 2. Demographic Summary – Interview Participants

Participant1	Gender	Teaching Areas	Grade	Teaching Experience
MC	Female	Physical Education, CAPP, Special Math	9-12	15 years
GG	Male	Science	10-12	30 years, Retired, Short-term contract
HH	Female	Cafeteria, Food Sciences	10-12	4 years
MJ	Male	Physical Education, Vice Principal	9-12	25 years - teacher 2 years- admin/teach
DK	Female	All subjects	K – 7	28 years
ML	Female	All subjects, Physical Education Specialist	7-9	9 years
GM	Female	Learning Assistance, Special Education	10-12	20 years
MM	Female	Counselor	9-12	23 years
BR	Female	All subjects, Physical Education Specialist	6-8	12 years
SS	Female	Counselor	9-12	17 years
WSE	Male	Student Internship Supervisor	6-8	30 years

1. All initials are fictitious.

Sampling Politically Important Cases

“Evaluation is inherently and inevitably political to some extent” (Patton, 1990, p. 180). This turned out to be the case when decisions had to be made with regard to who should receive questionnaires requesting information about teacher wellness programs and services available for teachers in British Columbia. Superintendents were selected as the participant group who would receive the questionnaires. A second participant group, Local Presidents of Teachers’ Unions and Associations, were also utilized for this inquiry. It was felt that the Local Presidents would have more knowledge about wellness programs and services available to teachers than perhaps even the Superintendents of the school districts (Personal communication with Dr. Ian Cameron, September 5, 2000). Two sets of questionnaires were developed, piloted, and then distributed.

Instead of using a stratified random sample, all Superintendents and Local Presidents received the questionnaire. The rationale was that since there had not been a comprehensive survey of teacher wellness programs and services in British Columbia before, this time it would be beneficial to attempt to find out what was available in every district. Participant recruitment, selection and sample were now complete. A total of 140 questionnaires were distributed. (Table 3).

Table 3. Questionnaire Distribution

Superintendents – British Columbia School Districts	n = 60
Local Presidents – British Columbia Teachers’ Unions and Associations	n = 80

Data Collection Procedures and Data Collection Instruments, Qualitative Data

Participant Interview Process

Once interview participants (teachers) were confirmed by telephone, an interview schedule was set up and confirmation letters sent out (Appendix E and F). Three school districts required special permission from their Board of School Trustees for this research to proceed. Special forms were completed for the Education Directions Committees in these districts. Also required were copies of the Certificate of Approval for Research involving human subjects from the University of Victoria, the official Application and proposal for Ethical Review of Human Research and all recruitment material, interview questions, consent forms, questionnaires and research references. To honour confidentiality clauses in the consent forms, letters of request indicating which school districts required this information will not be included in this dissertation as appendix items. A sample letter and list of appendices requested by the School Board are included as appendix items, Appendix G (a), and Appendix G (b).

Planning the Interview Strategy and Crafting the Interview Questions

Qualitative research often uses interviews for data collection. The decision to use multiple interviews instead of a single interview with each participant was based on advice gleaned from Benner (1985, 1994). She notes that multiple interviews and observations allow for the emergence of patterns and themes and can help to reveal contradictions and surprises that might not have presented themselves in the first interview. She states,

“Because the goal of interpretive phenomenology is understanding, multiple interviews are preferred in that they give interviewers the opportunity to carefully

review the tape prior to the next interview. This allows the researcher and participant a second chance to make sure that understanding has occurred” (1994, p. 107).

The second interviews in this inquiry did help to clarify teachers’ definitions of wellness and provide more information on how teachers supported their well-being. This will be discussed in the next chapter, Findings.

Patton (1990) outlines four different interviewing strategies: 1) informal conversational interview, 2) interview guide approach, 3) standardized open-ended interview and 4) a closed, fixed response interview (pp. 288-289). He suggests that it is possible to combine the strategies. The researcher must determine what strategy or strategies will work and when “it is appropriate to explore certain subjects in greater depth or even to undertake whole new areas of inquiry that were not originally included in the interview instrument” (p. 287).

A standardized open-ended interview, where the wording and sequence of questions were pre-determined were utilized in this study. All participants were asked the same questions in the same order. However, an informal conversational interview strategy was also used, when questions from the participants emerged from the questions being asked of them. There were certain questions that sparked different responses from the teachers. The strength of being flexible with the interview strategy was the increased salience and relevance of some of the questions for some of the participants.

Patton (1990) also reminds qualitative researchers that a number of decisions must be made in planning an interview such as “what questions to ask, how to sequence questions, how much detail to solicit, how long to make the interview, and how to word the actual questions” (p. 290). A practice interview was organized, with a colleague, to

help determine whether there were too many questions for an interview, which was to be scheduled to last an hour.

The interview questions designed were based on Patton's (1990) six-question framework. He says, "On any given topic it is possible to ask any of these questions" (p. 290). A total of eight questions were asked. They are as follows:

1. Background/Demographic Questions:

a. Concerned with identifying characteristics of the participants.

- i. What grade are you teaching now? Have you taught other grades in the past?**
- ii. What subject areas do you teach?**
- iii. How long have you been teaching? In this school? In other schools? In this district? In other districts?**

2. Opinion/Value Questions

a. Aimed at understanding the cognitive and interpretive processes of people.

- i. What does the word wellness mean to you?**
- ii. Is it possible for you to define wellness? How would you define wellness?**
- iii. Can you think of a metaphor that you might use to describe what wellness means to you?**

3. Experience/Behavior Questions

- a. Aimed at eliciting descriptions of experiences, behaviors, actions, and activities.**

- i. If I followed you through a typical day – teaching at your school, what would I see you doing?
- ii. Which of the activities you have mentioned you do in your day would support your well-being?
- iii. Which of the activities you have mentioned you do in a typical day might you consider to be wellness activities?

4. Feeling Questions

- a. Aimed at understanding the cognitive and interpretive processes of people
 - i. To what extent do you feel well?
 - ii. What does being well feel like?
 - iii.

5. Knowledge Questions

- a. Asked to find out what factual information the participant has.
 - i. Do you discuss wellness with other teachers?
 - ii. Are you aware of any wellness programs or services available for teachers at your school?
 - iii. Are you aware of any wellness programs or services available specifically for teachers in your School District?

6. Sensory Questions

- a. Asked to allow the interviewer to enter into the participant's senses.
 - i. If you and I wandered around your school what would we *see* that might be linked with your definition of wellness?
 - ii. What might we *hear*?

- iii. What might we *touch*?
- iv. What could we *taste*?
- v. What would we *smell*?

Patton (1990) suggests that any of the preceding questions can be asked in the past, present or future tense. It was decided to ask a separate question based on the time-frame concept.

7. Time Frame Question

- a. To find out what participants had done in the past, were doing now, and were planning to do in the future.
 - i. Visit your past – look back – can you describe things you have done that might have supported your personal wellness? What are they?
 - ii. How about now? Present tense.
 - iii. Any plans for the future?

The interview was concluded with an open-ended question:

- 8. Is there anything else you would like to share or comment on about wellness, teaching, teaching and wellness?

The Interview Field Note Reporting form can be seen in the appendix section (Appendix H).

Pilot Interviews

Practice interviews were arranged with two teachers, who were not part of the inquiry. Data collection tools included a tape recorder, new audio-tapes, field note reporting forms and a sample consent form. Creswell says,

“During the interview, stick to the questions, complete within the time specified (if possible), be respectful and courteous, and offer few questions and advice. This last point may be the most important, and I am reminded how a good interviewer is a listener rather than a speaker during an interview” (p. 125).

The pilot interview sessions were a necessary and important part of the research process. Listening to the audio-taped interviews provided the opportunity to reflect and then improve on interviewing skills. Transcribing the pilot interview tapes provided an opportunity to practice the ‘art’ of transcribing. It also provided a realistic time frame in which transcription of each tape would take.

First Interview

Telephone calls were made to all participants to confirm the interview time and place. Participants were also asked if they had received their confirmation letter and consent form. Two participants indicated they had received their letters, but were unsure where the consent forms were. Extra consent forms were brought to the interviews. All of the interviews took place in school settings. Times were arranged to accommodate the teacher’s daytime schedules.

Before the interview began, consent forms were signed (Appendix I). The teachers also had the opportunity to clarify details about their first interview, the transcribing process and the follow-up interview and possible focus group meeting. The

interviews were done in private rooms. Sometimes this was in the teacher's own classroom, or a teacher's lounge or staff room that was booked specifically for this purpose. The one-to-one interviews were tape recorded, then transcribed. Brief notes were taken during the interview to highlight words, phrases or comments made by the participants.

The first participant interviewed subsequently declined to continue participation in the study. The tape used for the interview as well as all paper documentation such as the field note reporting form was destroyed.

After each interview, the audio-tape was checked and time was taken to review the interview notes. This practice proved to be beneficial as after one interview. It was discovered the audio-tape used had a flaw in it and had split. There were, therefore, no tape-recorded data. Many field notes had been taken during this particular interview. This was fortunate. The teacher concerned agreed to revisit the notes which had been taken. Observations about the interview were also written down. These included highlights of the interview, how the participant reacted to the interview, and comments about what went well and what could have been improved upon. The process allowed for reflection of ideas that had emerged during the interview.

Tape Transcription

Patton (1990) states, "Because the raw data of interviews are quotations, the most desirable data to obtain would be full transcription of interviews. Unfortunately, transcribing is enormously expensive. ... we found that the ratio of transcribing time to

tape time was typically 4:1 – on the average, it took four hours to transcribe one hour of tape” (p. 349).

Full transcription was done of all the interviews taped for this inquiry. This process proved to be both time consuming and costly. To save time, two fellow graduate students were recruited to assist in the tape transcription. Transcribing is a skill that must be learned and improved upon through practice. Checking the transcriptions of the tapes transcribed by these students, it was discovered that many times, words were misinterpreted or misplaced and at times, entire sentences or sections were left out. The solution to the problem was to transcribe these tapes myself. The transcriptions had to be true to the participant’s words and thoughts. Thus, transcribing these particular tapes began again. An honest attempt was made to transcribe all of the tapes verbatim. Pauses in speech, laughter and other extraneous sounds that occurred during the interviews were also recorded.

Print copies, made of all first interview transcriptions were either hand delivered or couriered to participants. Included with the tape transcription was a letter outlining the questions that would be asked at the second interview (Appendix J).

Interview Two

The purpose of the second interview was to assess the accuracy of the first transcription, to continue to explore more fully each participant’s definition and experience of Teacher Wellness and to determine if there were common themes emerging from the conversations with the participants. The questions asked in the second interview were:

1. Does our conversation fit with how you define wellness?
2. Does our conversation fit with how you experience wellness?
3. Are there any themes that reveal themselves as you read through our conversation?
4. Are there any parts of our conversation you would like to change?
5. Are there any parts of our conversation you would like to delete?
6. Are there any parts of our conversation that you would like to more fully elaborate on?
7. Having read my transcription of our interview, are there any additional areas of your experience of 'wellness' and 'teaching' that you would like to tell me about?

The field note reporting form for the teachers' second interview can be viewed in the appendix section, Appendix K.

Copies of the second transcriptions of the tapes and follow up thank you letters (Appendix L) were sent out after the second interviews. In part, because of the transcription process, it was felt that interviewing skills improved for the second interviews.

Focus Group Meeting

Seven of the eleven participants participated in the one focus group meeting. The participants decided that this meeting would be one of celebration and food. One of the participants arranged for the meeting at a local restaurant that was central to a number of schools at which the participants taught. The meeting lasted for two hours. The

participants arrived prepared to discuss themes they thought had emerged in and between their two interviews. The themes were recorded on a flipchart.

Definitions of wellness were shared. Commitment from a number of the participants to move further along with teacher wellness in their schools was made. Teachers from three different schools formed an informal wellness committee. Since it was the end of the school year, these teachers decided to meet again at the beginning of the next school year. There was also talk about inviting me to present a wellness session at a Pro-D Day at a specific school in September.

Pro-D Day Presentations, Conference Presentations and Wellness Committee Meeting

Many opportunities for data collection arose throughout this research process in an informal way. At the beginning of the research time-line I presented one Pro-D Day sessions on Teacher Wellness, to teachers at a high school, based on workshops I had developed over the years as a wellness consultant. I presented another session, specifically about my research, to a group of Physical Education Specialist teachers at a District-wide Pro-D Day session. Two more Pro-D Day sessions were presented, one two months after the focus group meeting, to a group of high school teachers and the other, one year later, to a group of middle-school teachers. More information on Teacher Wellness was included in these sessions based on the research I am doing. Teachers and administrators appear to be very interested in the topic of Teacher Wellness.

I also prepared, submitted and had accepted, four research papers for academic conferences. These conferences included an international conference, in Canada, on Pedagogy and Curriculum, a Western Regional Teacher Education Conference; and a

national Humanities and Social Science Congress. The fourth, was an annual Regional Health Promotion Conference held in the United States. The Pro-D Day and Conference presentations could be described as opportunistic sampling. Meeting and conversing about Teacher Wellness with teachers, administrators and faculty of universities and colleges has enriched the research I am doing.

As I was completing the final draft of this dissertation, approximately one year after the focus group meeting, two teachers who had been participants in the study contacted me. They invited me to meet with them to discuss the success of their wellness committee and school wellness program that had been put in place after they had completed their second interviews. I met with them to discuss their successes and their challenges and hear about their plans for upcoming year. Guba and Lincoln (1989) describe this as tactical authenticity, which “refers to the degree to which stakeholders and participants are empowered to act” (p. 250). This will be described in further detail in Chapter Seven, Epilogue.

Quantitative Data

Questionnaires

The purpose of distributing questionnaires to Superintendents and Local Presidents of Teachers’ Unions and Associations was to determine what wellness programs and services were available for teachers in School Districts throughout British Columbia. Two versions of the questionnaires were developed to address the two specific participant groups. (Appendix M (a) – Superintendents; Appendix M (b) – Local Presidents of Teachers’ Unions and Associations). The questionnaires were piloted with

one retired Superintendent and one past-president of a Local Teachers' Union. Comments from both individuals resulted in wording and question order changes being made before the questionnaires were sent out. The questionnaires were colour coded and number coded. Colour coding was done to assist in the organization of returned questionnaires. Number coding was done to be able to track which Superintendent or Local President had returned the questionnaire, but keep personal names of individuals and school districts confidential when analyzing the data.

Accompanying the questionnaires were three items: 1) A letter of invitation to participant in the study (Appendix N (a) and N (b)); and 2) A Consent Form for completion of the questionnaire (Appendix O (a) and O (b) and a self-addressed, stamped envelope for the return of the survey. Mail lists for the Superintendents and the Local Presidents of Teachers' Associations and Unions were compiled by accessing the Ministry of Education website for British Columbia School District and Senior Staff List at:

<http://www.bced.gov.bc.ca/schools/sdinfo/staff.htm>

<http://www.bctf.bc.ca/About/pres.html>

Follow-up letters requesting completion of the questionnaires were sent out two months after the first mail-out (Appendix P (a) and Appendix P (b)).

Data Management and Analysis

Data management and analysis was also a process. The hermeneutic circle continued. I found myself weaving in and out of managing and analyzing data. A process called The Data Analysis Spiral was used in the treatment of the data (Creswell, 1998). The process fuses five procedures:

1. Data collection - interviews, transcription of documents, gathering text and images
2. Data management – setting up files, units and continuous organization.
3. Reading and memoing – reading, reflecting, writing notes
4. Describing
5. Classifying
6. Interpreting – putting data into context, categories, comparisons.
7. Representing, Visualizing – Matrix, trees, propositions
8. Account – The written document, the report

Data management started with the setting up of file folders, both paper and computer for all forms, letters, questionnaires, all participants (teachers, districts and teacher's unions and associations), and the development of code initials and code numbers for participants, school districts and teachers' unions and associations. Reading, memoing and writing notes was a continuous process that started with the writing of the Research Proposal, through the Review of Literature, to the transcription of the interview tapes and comments on the questionnaires, and finally the writing of the dissertation.

Describing, classifying and interpreting equates to analysis. This began with the transcription of the interview tapes where preliminary themes were identified. Using the two conceptual frameworks, Hettler (1976,1979) and Bolman and Deal (1997), as guides, quotes were highlighted that linked with words or images from these models. The analysis continued with the transcription of the second interview tapes and referred to field notes taken during the interviews. When all interviews had been completed and

transcribed, the data were translated into Rich Text format for use with the computer analysis software QRS NVivo (Bazeley, & Richards, 2000).

At the same time tapes were being transcribed, questionnaires from the School Districts were being returned by mail. In addition to information about what teacher wellness programs and services were available for teachers in British Columbia, comments about teacher wellness from both Superintendents and Presidents of Teachers' Unions and Association were included on the returned questionnaires. These comments were entered, verbatim, into computer files, then translated into Rich Text format and transferred to the QRS NVivo program file for data management and analysis. Each data source, teacher interviews and comments from questionnaires, was set up as a separate file or project.

A journal was also created within NVivo to record and capture reflective thoughts that were surfacing. These thoughts came from the text of the transcriptions, comments from the questionnaires, the continued review of the literature, and comments that were forthcoming at Pro-D Days and conferences I was attending.

NVivo software allows the researcher to edit text stored in Rich Text documents, change text as needed, and link to other files as they are created. The first step was to use open coding of relevant parts of each interview transcription, the comments sent in by Superintendents and Presidents of the unions and associations and journal entries. NVivo stores this information in attributes of nodes. The result of the data management of separate files was the production of three sets of data that were coded independently. Through this stage a sense of the whole database was forthcoming. Creswell (1998) says "In this loop, category formation represents the heart of qualitative data analysis. Here

researchers describe in detail, develop themes or dimensions through some classification system, and provide an interpretation in light of their own views or views of perspectives in the literature” (p. 144).

Representing and visualizing occurred as the body of data grew. NVivo allows for exploration of the data in a visual mode. Shaping the data and ideas was done by the use of Trees for organizing the nodes. Nodes were cut, copied, and merged and sorted in logical Trees. Then NVivo Search Tools were used to specify the scope of the search that allowed for assessing concepts, seeking and exploring associations and relationships, clustering these associations, noting metaphors, finding and validating patterns, as well as returning to the original data for a further detailed understanding. This was data reduction.

In hermeneutics, the text [transcriptions] is especially important in the process of understanding. A central process that helped me sort the data and uncover underlying meanings in the text was coding. The line-by-line analysis of the interview transcripts, comments on the questionnaires, and journal entries was the mechanism by which an understanding of the phenomenon of teacher wellness began to emerge.

The final phase of the spiral is where the researcher presents an ‘Account’ of the inquiry. These are the meaning statements describing the new-found understanding and the essence of the inquiry, confirming what was known that is supported by data, sharing misconceptions, and illuminating important things that were not known (Patton, 1990). The dissertation could be considered the ‘Account’.

Trustworthiness

The purpose of this inquiry was not to have generalizability, or transferability. The small purposive sample did not allow for either. Yet, “a good phenomenological text has the effect of making us suddenly ‘see’ something in a manner that enriches our understanding of everyday life experience” (Van Manen, 1990, p. 345). A good phenomenological text can do this by making sure the inquiry is trustworthy.

Balancing the description of the data with the interpretation of the data can enhance trustworthiness of the inquiry. To be trustworthy, the inquiry must provide “sufficient description to allow the reader to understand the basis for an interpretation, and sufficient interpretation to allow the reader to understand the description (Patton, 1990, p. 430). Patton suggests:

that description and quotation are the “essential ingredients of qualitative inquiry. Sufficient description and direct quotations should be included to allow the reader to enter into the situation and thoughts of the people represented in the report (1990, p. 430).

Denzin (1989) describes this as thick description.

A thick description does more than record what a person is doing. It goes beyond mere fact and surface appearances. It presents detail, context, emotion, and the webs of social relationships that join persons to one another. Thick description evokes emotionality and self-feelings. It inserts history into experience. It establishes the significance of an experience, or the sequence of events, for the person or persons in question. In thick description, the voices, feelings, actions, and meanings of interacting individuals are heard (1989, p. 83).

These suggestions were followed when analyzing and interpreting both the personal interview transcriptions and the comments included on the questionnaires. Findings were presented with ‘thick description’. Analysis and discussion of the findings were also supported by ‘thick description’.

Trustworthiness can also be achieved by audit trails (Gall, Gall, & Borg, 1999) and member validation (Olesen, 2000). A review of the audit trail (interview data, questionnaire data, schedules, letters, review of the literature, email correspondence) continued throughout the research process. Member checks were done with all interview participants after each interview was transcribed.

Limitations

As with any research methodology, there are limitations associated with both data collection and data analysis. This interpretive inquiry used both qualitative and quantitative research methods. Therefore it is important to state that it cannot be judged by the standard of either method alone. Hermeneutic phenomenology answers questions about human issues and concerns – the what and the how questions.

Hermeneutic theory argues that one can only interpret the meaning of something from some perspective, a certain standpoint, a praxis, or a situational context, whether one is reporting on one's own findings or reporting the perspectives of people being studied (and thus reporting their standpoint or perspective) (Patton, 1990, p. 85).

Thus, the scope of this research about Teacher Wellness and the findings presented can be linked only to the participants (teachers, Superintendents, Local Presidents of Teachers' Unions and Associations) who volunteered to be part of the inquiry process through personal interviews or by completing questionnaires.

The findings will also not aid in prediction. However, as Bain (1995) so eloquently states:

Qualitative research provides insight into another's personal reality. A qualitative research report provides the reader not with generalizations, but with tools for reflection. That is, the concepts presented in the research report can be used as

tools in reflecting about the reader's own experiences. The knowledge produced is not a generalizable law of behavior, but is new subjective knowledge constructed by the reader. The reader uses this new insight to create new meanings and actions in his or her own life. Is that knowledge valuable? Can it have an impact on other settings? I think the answer is yes (p. 244).

There is also the risk of bias. Care must be taken to be true to the participants' experience of Teacher Wellness. A researcher's presuppositions and knowledge must be acknowledged. If the research cannot enter into the inquiry with the intent and the ability to stay open to the text, their biases might overshadow the original text, thus negating the participant's stories and blinding them to the mysteries and surprises that would normally unfold.

Another limitation to interpretive inquiry is the temptation to present the findings in the form of an assertion. That is not to say that, "once an interpretation of a text is developed, one may [not] engage in a comparison of that interpretation with any other level of theoretical or cultural discourse offering critical reflection and comparison with interpretive commentary" (Benner, 1994, p. xviii). However, if contextuality and temporality are lost, the interpretive inquiry becomes a Cartesian mode of inquiry (Plager, A., 1994, p. 81). Although two conceptual frameworks were used to assist in the analysis of the data, they were used as an orientation only.

One final limitation to this inquiry might be a Hawthorne effect. When participants receive special attention or perceive that they are expected to perform in a certain way, they may perform differently than they normally would (Cates, 1985). In this inquiry, where teachers' opinions and beliefs about wellness were sought through in-depth interviews, teachers might have said things they thought the researcher might have wanted them to say.

Summary

The purpose of this inquiry was to explore Teacher Wellness using data circulation that combined both quantitative (questionnaires) and qualitative (in-depth personal interviews and written comments from questionnaires) research methods. A controlled, completely pre-designed study using pre and posttesting of wellness variables would not have allowed in-depth dialogue between the participants and myself, the researcher. Teacher Wellness was explored on a personal level through in-depth interviews with teachers and an organizational level through questionnaires. It has been postulated that interpretive phenomenology cannot be reduced to a set of procedures and techniques, but that it does have a stringent set of discipline in a scholarly tradition associated with giving the best possible account of the text presented. “The interpretation must be auditable and plausible, must offer increased understanding, and must articulate the practices, meanings, concerns, and practical knowledge of the world it interprets (Benner, 1994, p. xvii).

The interpretation of Teacher Wellness was guided by an understanding of hermeneutics, the conceptual frameworks of Hettler (1976/1979) and Bolman and Deal (1997), a revelation of personal pre-suppositions about wellness and an openness to hearing what others had to say about Teacher Wellness. An honest attempt, verified by using an audit trail, member checks, and committee conferences, was made not to read into the text that which was not there, nor project my own world of wellness onto the participants and their text.

CHAPTER FOUR

FINDINGS

This inquiry set out to explore how teachers define wellness, to discover how teachers plan for their personal well-being and to determine what wellness programs and services were in place for teachers throughout British Columbia, Canada. Data were collected from in-depth personal interviews with teachers and from questionnaires sent to Superintendents and Presidents of Local Teachers' Associations and Unions in British Columbia.

The findings are presented in this chapter by first introducing the interview participants. Personal interview data follows next. Then quantitative and qualitative data from the questionnaires is presented. The chapter concludes with a summary of themes that emerged during the data analysis.

Introduction to the Personal Interview Participants

All eleven participants were teachers, teaching in three School Districts in British Columbia, Canada. Fictitious initials have been used to protect the identity of the teachers and honor the confidentiality clause in the Consent To Participate form.

MC

MC is a female high-school teacher with fifteen years of teaching experience. Her teaching areas are Physical Education, Career and Personal Planning and Special Math, a course designed for students who have difficulty with traditional high-school mathematics classes. She started as an intern teacher and was subsequently hired at the

school in which she did her internship. She has been at this school, which has grades nine to twelve, for her entire teaching career. Outside of her teaching responsibilities, she sits on numerous school committees, such as the School Wellness Committee and a Professional Development Committee. She also volunteers as a sponsor teacher for a number of extra curricular school clubs. She is an avid runner and competes in local running races. *"I [She] cannot imagine any other career than teaching."* MC could be considered a catalyst for this study. She initially contacted me about presenting a wellness session for teachers for a Pro-D Day after she had seen the poster about the study in her staff room. She encouraged me to talk about my study during the presentation. She suggested to her colleagues that they consider participating in the study. She also organized a special District wide Physical Education teacher training session and invited me to come and talk about my study. These two Pro-D Day presentations were key to getting the word out about the study and for participant recruitment.

GG

GG is a male teacher, and a formally retired Principal. Due to a shortage of high-school Science teachers in his School District, he was invited back to teach one class per semester at the high school from which he retired. He feels as if he has the *"best of both worlds at this time"*, as he can stay in contact with young people and teach in his specialty area. At the same time he can enjoy family life with his children and grandchildren and travel time with his wife. GG had attended one of the Pro-D Day presentations on Teacher Wellness that I presented at his school. He contacted me half

way through my study to share some thoughts about Teacher Wellness and encourage me to “*keep doing the good work you are doing.*” It was through email correspondence that I approached him to participate in a formal interview. He agreed and became the eleventh participant in the study.

HH

HH is a female high-school teacher, who has taught for four years. Although trained to teach Biology with a minor in English, she found herself teaching Cafeteria and Food Sciences at a high school with grades ten to twelve. She is enjoying the students who register for these classes, and the teaching opportunities these classes afford her - though she admitted that it was a big transition for her. High school Science classes are formal in nature and follow very traditional pedagogical teaching styles due to safety issues and curriculum expectations. Now that she has taught Cafeteria and Food Sciences for four years, she says she is especially enjoying the flexibility and creativity these types of courses offer a teacher. She is convinced that she “*is making a difference for the students in these classes*”, something she was not sure she was doing when teaching Science classes. HH heard about the study from a teaching colleague who had noticed the poster posted in the their school staff room. She called me to ask if she could participate.

MJ

MJ is a high school teacher and a Vice Principal. He has taught for twenty-five years and is now combining administrative duties and coaching basketball at a school

with grades nine to twelve. His past teaching areas were Science and Physical Education. He is very involved in the day-to-day workings of the school. He believes that his long-term teaching experience has prepared him well for the responsibilities of an administrator. He enjoys the role of Vice-Principal as it keeps him close to the students, yet challenges his leadership skills with regard to connections with teaching staff, parents and the community at large. He feels it is an *"honor to work in the education field"*, although he says that *"times have changed and the responsibilities of teaching and administrating have grown tremendously over the past decade"*. MJ contacted me about participating in the study after being present at one of the Pro-D Day presentations I was asked to present at his school.

DK

DK is a female primary school teacher. She has had a long and varied history of teaching in both public and private education systems. Her twenty-eight year teaching career has found her in Canada, Germany and New Zealand. As a primary educator, she has taught all subjects required for primary education. She has introduced some innovative teaching strategies and programs such as a Multi-Aged Grouping (MAG) program for grades three to five and an Inquiry Based learning process in Kindergarten classes. She is very active as a volunteer on many school committees as well as a participant in various community groups. She is moderately physically active and enjoys traveling worldwide. DK is a teacher who teaches at my son's school. We had a lengthy conversation after I had presented a session on wellness for a Pro-D Day, at her school. She shared many personal insights with regard to Teacher Wellness. After our conversation, I invited her to be a participant in the study. She agreed. Personally she is

very interested in wellness. She is also interested in “*shaping the wellness culture in her school for both staff and students*”.

ML

ML is a female middle-school teacher who has taught for nine years. Her teaching portfolio includes all subject areas for grades eight to ten, although she does specialize in Physical Education. Her university training prepared her for teaching high school French and Physical Education, but at the time of her graduation, there were few teaching jobs available. She took the Middle-School teaching position as a way of entering the job market. She is an active runner and enjoys a variety of sport activities. She volunteers on two school committees. She makes a “*concerted effort to balance work and family life*”. ML’s participation in the study was the result of a conversation she had with another colleague who teaches at a different school but who had seen a notification about the study.

GM

GM is a female high-school teacher, whose teaching career has spanned twenty years. She has taught in both England and Canada. She has taught a variety of subjects, but specializes as a Learning Assistance teacher with Special Education students in grades ten to twelve. She participates on many school committees such as the Teacher Professional Development Committee. She co-chairs the newly founded Wellness Committee in her school. She is a very physically active person, running marathons and training on a regular basis. She enjoys teaching very much, but says, “*...that the demands of teaching continue to grow while at the same time, support for teachers is*

diminishing,” hence her interest in Teacher Wellness. Her participation in this study came about when she noticed the poster describing the research in the school staff room. Her principal also encouraged her to participate in the study.

MM

MM is a female high school counselor. Students at her school range from grade nine to twelve. She has taught for twenty-three years. She still enjoys her job, but did comment that the responsibilities of teachers has grown tremendously over the years and that teacher stress is high among her colleagues at her school and within the School District. She specializes in health and wellness education. She feels it is a challenge to introduce students to wellness concepts, but once they understand about personal lifestyle choices and the link to personal wellness, some of them “*get it [wellness], they really get it.*” She is encouraged to see more schools emphasizing student health through special events, newsletters and the Career and Personal Planning (CAPP) program. She does consulting in the area of wellness outside the school for numerous community groups and corporations. She agreed to take part in the study after I contacted her and described the research process I was about to undertake. I was interested in discussing Teacher Wellness with her, as she is both a teacher and a well-known wellness educator in our community.

BR

BR is a female, middle school teacher who teaches grade seven as well as Physical Education for grades six to eight. She has taught for eleven years, first as a

junior high school teacher, then as a middle-school teacher when the School District she teaches in moved to a middle-school model. She is "*delighted to be a teacher, it's the best job in the world*". She is concerned for many of her colleagues who are not coping with the current stresses and strains of teaching and wonders how the school environment might assist teachers who are finding the pressures of teaching too much. She, like other participants in this study, commented that teaching responsibilities have grown over the years. Her district is also undergoing major financial cutbacks, although expectations of teachers seem to remain the same. She finds the student population has changed too. She has discovered that many of her students "*have very little support at home for their education process*". This, she says, makes a difference for teachers who take on many more roles than 'teacher'. Her participation in this study came about following one of the Pro-D Day presentations at a Physical Education Specialists training day.

SS

SS is a female high school Counselor, who teaches in a school that has grade nine to twelve. In addition to her counseling work, she is the Coordinator of the Young Mom's Student Education Program, a program that supports teenage mothers who want to complete their high school education. She has taught for seventeen years, both in full-time and part-time positions. She sits on a variety of school committees, but has made a commitment to her own well-being in the past few years, and therefore, limits her participation to what she feels is a manageable level. Through her position as a school student counselor, she finds herself "*counseling colleagues from time to time*". She believes that this has occurred because of the added responsibilities teachers have had to

take on over the past few years. Demands on teacher time have grown according to SS. She enjoys young people and she enjoys the school environment. However, she says, "*You must be strong and well to do a job such as this*". She would like to see more wellness initiatives for teachers in her district. She volunteered to be a participant in this study when a colleague of hers told her about the research.

WS

WS is a Student Internship Supervisor. He has taught for over thirty years, mainly in a high school setting. His teaching specialty was physical education. Throughout his teaching career, he was an active advocate of healthy school programs. He believes teachers are important role models for students. He sees many teachers today, who are "*not coping with the job responsibilities of teaching*". He enjoys his work as a Supervisor and admits that there is less pressure on him than there was when he was teaching full-time. WS attended a Pro-D Day presentation organized for Physical Education Specialists. We met at this meeting and renewed an acquaintance that had spanned many years. I spoke to him after my presentation and asked if he would be interested in participating in the study. He agreed.

Introduction to Questionnaire Participants

In British Columbia, Canada, there are sixty School Districts. Superintendents manage the districts. Their job includes overseeing administrative staff such as Principals and Vice-Principals, hiring teachers for the district, and providing direction for student

education. Questionnaires were sent to Superintendents in all sixty School Districts to determine what teacher wellness programs and services were offered in each district.

Teachers in British Columbia also belong to local unions and associations within their School Districts. Members of the unions and associations elect presidents. The President's job includes being a liaison between Administration and teachers, dealing with workload and salary issues, and providing support for teachers should job action occur or leave of absence be needed. There are eighty separate unions and associations in British Columbia. Questionnaires were sent to the eighty Local Presidents. There are more teachers' unions and associations than there are School Districts as there has been an amalgamation of some districts in the past five years where sometimes two three districts were merged. Local unions and associations were not merged.

Code numbers for each School District and Teachers' Union or Association were assigned prior to questionnaire distribution to ensure confidentiality.

Personal Interview Data - First Interview

Teachers were asked a series of questions to explore how they defined wellness and to discover how they promoted their own well-being. This section will examine the responses to each question asked. The first question was a background and demographic question where the teachers were asked what grade they were teaching, what subject areas they taught and how long they had been teaching. Data about these questions has been answered in the previous section.

Teacher Wellness Definitions

The second question teachers were asked was an opinion or value question that explored definitions of wellness. The main question was, “What does the word wellness mean to you?” Probes were also used. They included: “Is it possible for you to define wellness?” and “How would you define wellness?”

In the Review of Literature, different definitions of wellness were reported. The findings of this inquiry revealed that teachers also define wellness in a variety of ways. However, though there were many different definitions of wellness, there were common threads too.

General definitions of wellness included the following statements:

“It encompasses quite a lot of areas. Health, nutrition, fitness, stress management.” [HH]

“A state where one’s needs are being met, one’s physical and psychological needs.” [MJ]

“Being fit. Having time to work out and eating well and getting enough sleep.” [ML]

“The first thing that jumps out is holistic. And many dimensions – personal choice, responsibility, balance, a right, a privilege.” [MM]

For other teachers, wellness was defined in terms of balance. According to [MC] *“Wellness is balance between aspects of my life.”* For [GG], *“It’s [wellness] also the ability to blend the job in with the rest of your life so that you have balance.”* *“Effective living, not just fitness. An integration of all parts.”* [WS] The theme of balance went further. For some teachers, wellness was defined as being in balance, but balance in all parts of their lives did not necessarily mean equal parts at the same time.

“It also means a good mindset. If I neglect one area for a while, I don’t want to feel this negative pressure that I’ve been bad because of that. For instance my

fitness has gone to heck because everything is so crazy this week. But I don't beat myself up because I haven't run in a week. The balance is also to have a good perspective of where all those things fit into my life and at what moments they fit into my life. You can't do everything all the time. If I'm avoiding one area, I'm probably high in all the other areas of my life." [MC]

It is really hard to do everything great. If you focus on one thing and do something really well and be happy with that part of your life you can move towards others things in your life. You don't have to do it all at the same time. [ML]

For two teachers, wellness meant balance, though their understanding of balance was changing. As university students, these teachers had been national level athletes. Balance appeared to be different for these teachers with regard to personal well-being now that they were teaching, but not competing in sports.

In terms of just finding that balance for me, which is wellness for me, and just knowing that it's going to be a new balance, that I can't expect to do what I've done in the past. [ML]

Balance is wellness, but that's the part I struggle with. I wouldn't do my report, my schoolwork or anything because I wanted to get the workout in. Whereas now, it's the first to go and work comes first. [HH]

Other teachers equated wellness specifically to teaching. [HH] said, "*Wellness is the satisfaction of a job, the satisfaction I get out of being a teacher.*" Another teacher concurred. "*I value the wellness of the working environment. I want to be helpful and productive and happy. I value being a teacher. I think teaching is what makes me well. You know, I've never thought of any of this before.*" [ML]

The concept of connection and wellness appeared to go together. "*Just being connected with our colleagues. When I first came here it was hard to get to know the staff. I don't think we do enough as staff that's not student related.*" [HH] [GM] also described wellness as being connected. "*Physically I am well, but wellness also means feeling good, and feeling connected and being able to talk to friends and colleagues.*"

The word energy was used when defining wellness. *"I guess if I had to define wellness it would mean having the energy to deal with all the things that are going on in my life or in someone else's life, so that would mean the energy to be able to go to work, to devote to your family, or activities that would promote your wellness."* [SS]

Wellness was also *"A good laugh. The ability to make others laugh. The antithesis of wellness would be antipathy, jealousy, no laughter."* Along these lines [GG] said, *"Being happy with your life. Being a generally happy person."* [ML] or *"Wellness is also to me, being happy."* [DK]

Some teachers found it difficult to define wellness without using the term health. They thought the terms could be used interchangeably. Some did not.

It's not something different. I don't see one without the other. [DK]

They are one and the same for me. I don't get into that too much, the difference between the two [health and wellness]. [MM]

And on the other side of the issue:

Health takes over and creates barriers instead of bridges. We need to educate others, teachers and students, that wellness is whole. The term health is so confining, so disease oriented. [WS]

I define health and wellness differently. Health to me is divided into chunks, there's your physical, mental health, but you can be healthy in one area and not in another so that to me means that you are not necessarily well. Wellness is overall. Health is the chunks. Wellness seems to be bigger than health. [SS]

Another comment was,

Wellness is the positive part of health. Health, well, it brings to mind all sorts of negative things like disease, and the shortage of health care dollars, and the terrible state the health care system is in, and guilt, yes, lots of guilt because I know what I am supposed to do to stay healthy, but it feels so hard, but when I think of the term wellness, I get excited and think, I can do this. [BR]

There was a definite bridge between the physical environment the teachers worked in and wellness definitions.

A teacher commenting on school renovations affecting the well-being of the teaching staff said this”

We have lost staff lunchrooms so there is not common meeting place. You can go days without seeing colleagues, unless you run into them in the hall. So we have lost that common place of meeting. It was a great bonding experience but we have lost that. I think our wellness is suffering. I never thought when I was trying to define wellness that I would say my definition had to have something about physical space in it. You know, I guess I never thought of this stuff until we had this interview, mmm... [GM]

Self-esteem, self-respect and self-confidence were phrases used to define wellness. *“Any time someone compliments you on your work, it gives you a huge boost, it’s wonderful. It’s self-esteem. Wellness is self-esteem. It has a lot to do with wellness.” [ML] [WS] said, “Wellness to me is a person who is comfortable with themselves, someone who respects themselves”, and “Wellness is self-respect, positive self-confidence.” [GG]*

Self-responsibility was included in the wellness definitions. Some quotes include:

You do have to create the life that you want. And do what you are supposed to do. I do have a happy life and family. But that is also in part because of personal choice and responsibility for my own wellness and my family’s wellness. Wellness is also self-responsibility. [ML]

Being able to get maximum value and enjoyment out of life and keeping a sense of priority although we are all in stressful positions but basically surviving and rising above everyday stress. Taking responsibility for ourselves is wellness [GM]

The term spirit or spiritual was mentioned by three of the eleven teachers. Some of their comments were:

I know that there is something greater out there than my needs. There’s something greater than me. Things happen for a reason, I’m strong enough to

handle things that happen. That is wellness. That is the spiritual connection. [MC]

Wellness is spirituality – but I really don't know what spirituality looks like – whatever is calming to people, whatever connects people. [HH]

And I think the one that gets left out is the spiritual and I think the WHO has said that you can't teach anything about wellness unless you believe in that dimension as well. And so I feel very strongly about that. The spirit connects us to each other. [MM]

The word support was included in the teacher's definitions of wellness. Quotes include:

Its also being well supported and having community connections. [HH]

The part of wellness for me is having those around me whether they are personal or professional, support me, provide support to me. I have a circle of support and without it I wouldn't be well. [DK]

Metaphors

As part of the opinion/value question teachers were encouraged to “think of a metaphor you [they] might use to describe what wellness meant to you [them]”. The metaphors were unique, creative and visual.

[MC] *Like a sun. Rays and spokes, or something like that. I was thinking and what is the centre of it?*

[LL (researcher)] What is the centre?

[MC] *It's the soul or I think it is just being. We talk about how we do so much but we don't just be. So I was thinking about my soul and I think that is the most important thing just to be, who you are. That is wellness to me.*

HH, when asked if she could think of a metaphor she might use to describe what wellness meant to her, said:

I can. I do see a visual image. I see a bar graph. In certain areas right now I now I'm lower than what I used to be. It changes. I picture it being very holistic and encompassing as well. And it has lots of colours, like orange and yellow and blue and green. [HH]

Another teacher who had done some commercial fishing on summer breaks, used a boat metaphor:

A boat. That's a good metaphor because the boat is like a body. If you don't do the preventative maintenance, you're going to break down. If you're out in a gale and it's blowing 40 and a pole breaks or a stabilizer breaks off or you get sediment in the fuel filter and the engine cuts then you're going to roll over sideways in the waves and go under. And that's what it's like managing your personal wellness. If you don't manage it, you're not going to be able to cope. With breakdowns out on the boat you can often tolerate it, but there's a breaking point, it's either too many little ones, or one severe one. The actual catching of the fish could only happen if everything else was in place. [MJ]

[DK] 's metaphor was a spider web:

A web. I am the spider, like a web because - I'm just thinking of webs where how often they are regular and they are so fascinating you know, but then there are the parts where you wonder what the spider is doing because they are all so irregular it takes funny little turns and goes all over the place. [DK]

[MM]'s was a bicycle wheel:

A bicycle wheel. A wellness wheel. I could give you the lesson, but just in a nutshell, the nuts and bolts at the central part that kind of holds everything together is the hub, the wheel, in fact there's the wheel behind you. I talk about going for a ride if we just had the hub, and we rode on the hub which is just the nuts and bolts, well obviously, the response you get is that it would be a lousy ride. It wouldn't be very comfortable so and then the outer rim which is the tire, which is so important as well, it's kind of suspected out from the hub. The next part is the eight spokes that are suspended from the rim, and join up with this hub and so just asking what do you see about these spokes, well of course they are all the same length and the same distance apart, and I say one of these spokes loosens, what happens? And I've had a grade 9 boy say to me "well your ride wouldn't be true would it?" I looked at him and my jaw just dropped and I thought my goodness, this is quite profound, quite deep. Or if one of the spokes was too tight, see most kids ride a bike and adults too. Well if the spoke was too tight, well it would pop or would warp, or it would be out of sync. And if you are riding along and a branch sticks into your tire, well you've got to stop and you've got to fix your wheel don't you so you can get your balance back so you can ride again.

There was a circle metaphor combined with a mind map:

I'm a big believer in the circle concept, the whole wellness wheel, things being circular and connected so your physical, emotional, spiritual health is all connected. If one part of that wheel is off, it does affect other things. For me, wellness it's circular, but it's also like a mind map. You could have the circular model, but if you have a mind map kind of picture where wellness is in the centre, then you go out to the first level and each of those levels goes out further and further. [SS]

Two more metaphors, stated succinctly were:

A tree with multiple roots and branches. A full life that continues to grow. [WS]

An egg balanced on a point. Wholeness. [GG]

What Teachers Were doing to Support their Well-being

The third question, the Experience/Behavior question, was asked in four parts: 1) "If I followed you through a typical day – teaching at your school, what would I see you doing? 2) "Which of the activities you have mentioned you do in your day would support your well-being? 3) "Which of the activities you have mentioned you do in a typical day might you consider to be wellness activities?" and 4) Do you do other activities during the day or evening that supports your wellness? The findings presented in this section will provide a glimpse into the teachers' days as well as describe which activities that supported teachers' wellness.

What Teachers Do In A Day

The teachers I interviewed did many things during their workday. Their responsibilities were varied, their list of things to do was long, and the hours they contributed to the school stretched far beyond their contracted workday schedule. Here are a few of their stories.

[MC] has a homeroom class. She also teaches a special Math class and physical education classes. She is a teacher sponsor of a number of clubs, which meet once a week at lunch. She also does two days of lunch hour supervision. In addition to preparing for the four classes she teaches a day (three when she has a spare during one semester of the school year), she must find time to prepare for and attend school committee meetings at lunch and after school. She also has *“practices like basketball.”* Her day starts *“at 7:00 a.m. which is a bit crazy because school doesn’t start until 8:00 a.m., but I like to get here and get everything ready. ...In the winter schedule all my nights were taken up. During the season it’s busy, on Friday and Saturday we were away for [basketball] tournaments almost every weekend for the entire semester. And there’s PE advisory stuff.”*

[GG] arrives at school *“half an hour early so that I am physically prepared. I set up the [science] lab. I don’t spend much time socializing because I want to be ready to teach.”* He is only on a part-time contract, but also told me, *“I coach rugby, and I supervise students at lunch.”* He is not financially remunerated for his coaching or student supervision.

[HH] coordinates, supervises and teaches the Cafeteria program.

“I don’t get to sit down. Because I’m in the cafeteria, I’m standing most of the day. I don’t get a break. I miss the morning break and the lunch break. At 1:30 I get a bite to eat, wrap things up and get ready for the next day.”

She also sponsors the rowing club at school, which has grown under her leadership. *“We had 55 students on our team this year, a really big team. It is a really big job, but I love rowing.”*

[MJ] has many administrative duties to attend to, yet finds time to combine coaching the senior boys basketball team too. His day also starts early and ends late.

I like to be here first, or among the first two to three people, along with the janitors in the morning. When I first get here in the morning, the first thing I do is put cones in parking spots for teachers coming in a bit later, and in doing that I get a little walk around and see what's going on. This morning, I salted some areas that needed it. Last night I was here till 8:30 as we had a basketball practice and I coach the senior team. So I go, change, and come back. I've always believed in living close to the school. In a typical week, I'm here late to touch base with custodians – there's night courses, I'll make a phone call, answer an email. I'll be here tomorrow for the dance. Probably three nights out of five I'm here till 8:30 - 9:00 p.m.

[DK], an elementary school teacher, has different responsibilities than the middle and high school teachers I interviewed, but appeared to have just as many things on her list of things to do. In addition to her teaching responsibilities she organizes the school's Foster Child project, maintains the school clean up project, is in charge of the year-end slide show that highlights every child in the school which entails taking pictures of every child in the school throughout the year, does student supervision, and sits on a number of school committees. Her main focus though, is the children in her class:

You connect with the children first thing, a lot of the time I get a sense of where the group is. Some days when you come in and you can just feel things just aren't happening together, there are little edgy bits all over the place, who knows why. We look at the day, - we usually look up at what's happening for the day so the kids have an idea so the kids map it out for themselves. You can see me talking to individuals a lot that is really the focus of my day, how I communicate.

The circle metaphor also came up in our conversation as she described her day. *I start moving in a circular manner, I mean, you just keep catching up with yourself.* [DK]

[GM] starts her .75 teaching contract day:

Running [in the school]. And saying a lot of 'oh my god's!' And running behind myself. I get there at 9:30, do some prep, make phone calls, teach at 10:00 – a Communications 11 class, then lunch, where there's typically meetings. If I don't have meetings, I walk on the track for a few laps, talk to colleagues. Then teach

two afternoon classes. Then it's the theoretical end of the day – then phone calls, meetings, and once a week I run with women I work with.

[MM]'s work as a counselor sees her communicating with many students on a one to one basis throughout the day. She has also implemented a school-wide wellness program that has become a big part of her job.

You would see me doing a lot of health promotion things, planning programs, interventions, going to community, in fact, in the last two days I've had two community meetings. So that happened and then I had a student in today and I used the wellness wheel with her in my individual counseling asking her about nutrition, she hadn't eaten since 6:00 pm. The night before and she's wondering why she's not coping, she doesn't do any fitness stuff, so I'm able to use the model. And I did a class with students. ... And I make announcements and I have two practicum students at the moment.

[MM] continues to make attempts at promoting teacher wellness at her school too. As her comments show, this has not been something that has not been an easy thing to do.

And with the staff I manage to get [wellness] into staff meetings. The problem is that it can be my agenda and I have to be very careful with that, that it's not my agenda, that it's because the staff want it. So I got this wellness promotion as part of this, I can't even remember how it happened and I played relaxation Bingo with them and that got them mixing up and then I had one staff member come up to me, but this guy came up to me and said, "you know MM I don't want to be critical, but" and I thought, here we go, it's coming, "I don't really want to waste time on this sort of stuff because I want to get home and I don't want to take any extra time at school or at staff meetings and we have enough business to get through without doing this wellness promotion," so I acknowledged him ...

Activities That Support Teachers' Well-being

After the teachers had described their 'typical' day, they were asked which activities they had just described, supported their well-being or could be considered wellness activities. A number of the teachers laughed when asked the question. One teacher said, "*Is this a trick question?*" [MC] Another teacher commented, "*You know*

I've never thought about what I do in a day and its relationship to personal wellness.

You'll have to let me think on this for a minute." [SS]

Activities such as teaching, sponsoring clubs and connecting with students and colleagues supported the teachers' wellness.

I would like to think most of them. I wouldn't do them if they didn't. The SOAR meeting, there are neat kids and they talk about how to make the world a better place. That supports my caring, social side, being a good citizen. Being aware of social situations. [MC]

I do love my classes. Teaching in general supports my well-being. [DK]

Things that make me well during the day that I do – coaching rugby is a high-point. Cooperative ventures with my colleagues. Teaching kids –that's always interesting. I do like working with kids. I would say that makes me well. I like getting them motivated. [GG]

The coaching. I love being on the water. And working out on the dryland training. [HH]

I take time for lunch. I enjoy lunch. [BR]

Other activities teachers did that supported their well-being included theatre groups, choirs, travel groups, and setting apart teaching time from personal time.

I think it helps to be part of a group, but apart from the immediate family. We can't all be part of highly active sports teams all our lives, but there are less demanding sports always looking for members. There are choirs, book clubs, hobby groups which provide a chance to become involved with people of similar interests. It's all part of the growth process and can provide different perspectives. I am involved in many clubs and associations outside of my 'school-life'. I am convinced that it is an important part of my personal wellness plan. [GG]

I love teaching and I feel good doing it and I enjoy doing it. But is also has to do with the living in the here and now. As a teacher I am always looking for ways to be a better teacher. You are never there yet, because you always want to be the best you can be. But there is a whole different life I have. I think that's important for wellness that you can shift. To live in the here and now and to make the best of where you are, you know. [BR]

How Well Teachers Feel

The fourth question teachers were asked was a 'Feeling' question aimed at finding out to what extent teachers felt well. They were also asked "What does being well feel like?" All eleven teachers felt well, although this did not mean they were not stressed, or in one case not ill.

I feel well. I do. Overall I do. But I think I feel well because I am learning how to pull back. [MC]

Terrific. Stable family relationship. I am fit. I know I have choices. I'm involved at school in my classroom and with rugby. I'm involved with things outside the school too like acting. [GG]

I feel very well. With the time constraint, everything is pulling at you a little bit. You always feel like you're losing out in certain areas, but you make compromises. [ML]

Having just had two wonderful weeks of holidays, pretty good. Before Christmas we were all just a ball of stress. But now I feel well. Even when I'm a ball of stress, I know I'm well. [GM]

One teacher, dealing with a medical condition that has adverse affects on her daily living still felt that she was well.

[MM] *Very well. Except personally, I have osteoarthritis very severely, but because I'm very aware of parts of wellness, other than the physical pain, which is daily, I am fine.*

[LL] [researcher] *So although you have Osteoporosis you still consider yourself to be well?*

[MM] *Exactly, and that's part of wellness too. You can be ill but still well. You can have a lot of things going on, but still feel in that state of wellness and well-being.*

When asked what wellness felt like, one teacher shared these thoughts:

[SS] *I think when I am truly well I have a real sense of energy and I am able to do things, whereas when I am not well I look at something that needs doing and I can't even get up to do it. There's a feeling of joy and appreciation and calmness that comes with feeling well. When you are*

unwell, tired, everything becomes grey, if it gets really bad it becomes black and you can't see the joy in your life and appreciate the leaves on the tree.

[LL] *What color does joy look like for you?*

[SS] *It's light and yellowy even if it's a rainy day. If you're feeling well you can still turn your face up.*

What Teachers Know About Wellness Programs and Services

The fifth question was a knowledge question asked to find out what factual information the teachers had about wellness. The main question was “Do you discuss wellness with other teachers? The probes were “Are you aware of any wellness programs or services available for teachers at your school?”, and “Are you aware of any wellness programs or services available specifically for teachers in your School District?”

Teachers did discuss wellness with their colleagues, some regularly, some once in awhile. Some teachers did not discuss wellness at all within the school setting. Knowledge about teacher wellness programs and services within schools and School Districts varied as well.

The yes group:

Yes, definitely. There is a core group that are walking or running and they are definitely talking. And we have a healthy schools cafeteria – there's always 2 or 3 salads a day, healthy salads for the staff. [HH]

A minority of teachers talk about wellness at our school. And since your presentation we now have a wellness committee. But comfort must be provided around this topic, and it must be reinforced by administration. [GG]

Yes, we have the Berkley newsletter. Staff here are talking about it. Some are in a book club and some are going to the rec centre swimming. The staff is the hardest thing, so I have to work with those who are willing to work with me and let the others go. [MM]

The no group:

Definitely not using the term wellness. There's talk about specific things like certain classes, kids having problems, the tiny everyday things. Not about their general state of well-being. If they are sick they'll say they are sick. [ML]

The way the administration deals with it is that they are incredibly supportive when people are going through rough times. If you get to the tough times you get lost of support. ... But the prevention stuff is left to yourself. [SS]

Comprehensive Student Health Program, but nothing for the teachers. [WSE]

None of the eleven teachers interviewed were aware of any formalized wellness programs or services planned specifically for teachers in their School Districts.

We had a staff retreat three years ago, and one of the groups that met was on teacher wellness and I remember being so jazzed and it was all the warm and fuzzy types of people I would expect to come to that one. No admin came. We came up with really neat things we could do. Then we came back to school. It didn't go anywhere. There's nothing in the district. [MC]

Six years ago we had one professional day that was a wellness day. That was a one shot deal. District wide – I'm struggling to think of something. There must be something! I don't know about it though. [ML]

Some of the teachers commented on their Employee Assistance Program (EAP), but only after they had been prompted to do so. None of the teachers interviewed had used their EAP. Most did not consider the EAP to be a wellness program. One teacher's thoughts about the EAP are:

[DK] I know that we have cardlock. It's some sort of employee assistance program.

[LL] Interlock?

[DK] Interlock – yes, um – I've read the brochure, I don't know if anyone has used it, but why would I because it's, you know – it's nice to know its there. ...mmm, I don't know that I consider it a wellness program, but I certainly think it's a resource for my wellness.

The Senses of a Well School

Question six was designed to enter into the teachers' perception of a well school. The question was, "If you and I wandered around your school what would we *see* that might be linked with your definition of wellness? Teachers were then asked what they would *hear, touch, taste* and *smell*. All eleven of the teachers had something to contribute to this question. All of them were surprised by their answers. One teacher said: "*This is amazing, I haven't listed anything to do with academic subject area.*" [GG]

The main findings are listed Table 4.

Table 4. Senses of a Well School

Senses	Comments
See	<ul style="list-style-type: none"> • <i>Our school vision statement in the front entrance area. School Spirit, Togetherness. [GG]</i> • <i>Healthy food choices. [HH]</i> • <i>A positive interaction with other staff and kids. [MC]</i> • <i>Smiling. Lots of happiness around here. Chaos too, but we see smiling. [ML]</i> • <i>Eco-club. The roses. For a couple of months a year we have beautiful roses. [BR]</i>
Hear	<ul style="list-style-type: none"> • <i>The talking, thank you's, politeness. Discussions about important societal issues. [CM]</i> • <i>The song of the day in the morning. Our school band. It's a really good music program. [HH]</i> • <i>Laughter. [GM]</i> • <i>The sound of spontaneity. [DK]</i> • <i>Pockets of kids practicing music, improv theatre, kids having fun. [SS]</i>
Touch	<ul style="list-style-type: none"> • <i>I high five kids, a kid hugged me today. [MC]</i> • <i>The library brought in new books. I think even the staff are enjoying the new books. And more students are reading. [HH]</i> • <i>Paintings, each other, rugby balls, soccer balls [MM]</i> • <i>Touching each other [students] is huge. The girls touch each other. The boys push and shove. [ML]</i> • <i>Congratulating staff members – handshakes, pats on back. [BR]</i>
Taste	<ul style="list-style-type: none"> • <i>Our teaching kitchen. [MJ]</i> • <i>Healthy lunches in multi-purpose room. [ML]</i> • <i>Warm freshly made garlic bread from the home ec teacher. [SS]</i>
Smell	<ul style="list-style-type: none"> • <i>Sweat. Once you're in your PE strip you're more likely to do something at lunch. [MC]</i> • <i>Wood working. [GG]</i> • <i>The woodshop – the smell of wood when they're working with it. They were doing something with cedar the other day, it's such a soothing smell. [HH]</i> • <i>Cooking and science experiments so we are always smelling stuff – smelling learning. [DK]</i> • <i>The popcorn at lunch. [ML]</i> • <i>The greenery. You can smell energy. [MM]</i> • <i>Oh, the cooking program. [BR]</i> • <i>The cooking room – you smell bread baking. [SS]</i>

What Teachers Have Done in the Past, Are Doing Presently and Plan to Do

The seventh question was a Time Frame Question which attempted to find out what the teachers had done in the past, were doing presently and what they planned to do in the future that linked to wellness. Some teachers were doing less physical activity than they had done in the past, but said they were more aware of the need for balance in their lives. Some teachers had made major lifestyle changes over the years and planned to continue making changes as needed. Some were re-energized to make changes for themselves and their school with regard to personal and organizational wellness.

Actually it has taken me nine years to get into my wellness role. Three children of my own, three foster children, teaching and doing my Master's Degree. I wasn't well then. Nowadays I am exercising, trying to eat healthy food, and contemplation. All those are very important for my wellness plan. For the future, I plan to maintain what I am doing now. Or maybe it is recommitting to what I am doing now. That's why I decided to participate in your study. I wanted to talk about these things. Bring them into reality. Make a renewed commitment. Things like this help people to contemplate and then do something about it. [BR]

Two years ago I went through a serious illness and I had to leave work. I was off for quite awhile. So that allowed me to step back and I was quite stressed when that happened, then you get into that whole illness model – do you have to get sick in order to be well? So having that time off and appreciating life again. Being so glad to be alive, to go back to work I thought I'm not going to get caught up in all those things when I go back to work. And in the beginning, I didn't. There were some contract things going on and I felt like I was up here watching all these people running around getting in a tizzy and I'm thinking it doesn't matter! I said I wasn't going to get sucked into that vortex again. And I'm not as sucked in as I used to be but it's incredibly difficult not to get into it again. That's why I decided to participate in this study. A good reminder of what wellness was to me. How can I take care of myself as a teacher? [SS]

Taking time off, changing schools or teaching different grades was one teacher's way of supporting her well-being in the past and present. She plans on continued change until she retires from teaching.

I've always taken time off. Time off is one, but the main one would be not staying at the same job. You know, changing within the school or the school district, or going somewhere else, like going to New Zealand and teaching, then teaching in Germany and going to a First Nations reserve and teaching. You learn so much from every experience.

Presently she includes:

Physical activity and music, I always have to have some music. And, this fall, I didn't even plan this, it just happened, in the fall, I sort of gave up meat. It's made a huge difference to my body and the way it feels. [DK]

Another teacher commented about the benefits of change.

Every six years I tried to transfer to a new school so I could keep on learning. I also did my Master's degree for personal growth reasons. Life long learning is the key to wellness. So is connecting with people outside the school. Have a life outside the school, you must, to balance. [GG]

Continuing education was cited by two teachers as an important part of their

wellness plans:

I am going to take my Master's degree. I might be interested in going into counseling. I'd definitely like to further my education. I don't like not being involved in something new all the time. [HH]

As I recall, Maslow said that once hygiene needs are met, we have to Self-Actualize. I believe that many teachers don't grasp this and as a result end up lost, bewildered and disillusioned. It is a temptation to stop and stand still, to allow a comfortable situation to become habitual, to stop looking for changes and new challenges and if things go wrong with a particular group of students, the admin or ornery parents, to withdraw and play out the clock. To me part of wellness is continual growth, and a search within the job parameters to expand and contribute. Going back to school was one of the best things I did for myself. That's just one thing teachers can do. [GG]

Another teacher compared her past and present lifestyle.

I didn't always do this. I've had a very unhealthy past that involved living a single life, lots of going to the Pub, lots of eating high fat foods and that's partly the being young, being invincible mentality but also back then, there wasn't the same level of awareness of what makes people well. At the point I emigrated to Toronto from London, that's where my fitness and wellness began. I joined the Y and got into running and so in the last twenty years and whatever's going on in my life, I've always tried to hang onto fitness. For me the fitness is a lifeline, if I

can stay physically fit I can stay well. It becomes something you know on an instinctive level that you need that. And it would be for other teachers if it was made available to them. [GM]

Open-Ended Question

The first interview concluded with question # 8, an open-ended question, “Is there anything else you would like to share or comment on about wellness, teaching, teaching and wellness? The teacher’s responses were thoughtful and varied.

I responded to the poster because I’ve had this growing thought in my mind that if we can stay well, we can be really effective as teachers. It was a wooly fuzzy thing that I know works for me, and how can I translate this into making it work for other people. When I saw the poster I thought that maybe by talking to you it might clarify some things. Speaking with you is an opportunity to verbalize what I’m thinking and it helps with giving me a direction to go. It seemed really fluky that you put the request out at the same time as I was thinking about it – it seemed meant to be. [GM]

I think the staff are so quick to help the kids and so quick to volunteer our time for the kids. The more we can do as a staff to support each other, the better everyone will feel. To me it’s a little like the dark ages, us being so isolated. I’d like to see us move along a little faster. [HH]

For teachers, ... support each other, be there for each other, listen, you know, listen to others. [BR]

With regard to wellness I also think that teachers should be forced to change because you know entrenchment is one of the problems, one of the biggest problems this profession has and its so unwell. I don’t mean forcing to change your teaching style, but you should have to change your room even if you are teaching the same grade because it is so stagnant if you don’t. [DK]

Personal Interview Data - Second Interview

Teachers were invited to read the transcriptions of their first interview and provide comments, make changes, or add information if they wished to. All eleven teachers read their transcriptions. Ten teachers met with me for a second interview. One

teacher, due to time constraints and job responsibilities did not meet for a second interview. This teacher did send an email that included comments about her experience in the study.

All the teachers made grammatical changes and deleted qualifiers such as ‘um’, ‘uh’, ‘mmm’, ‘okay’, ‘you know’, and like’. One teacher was thankful she had the opportunity to make some changes in the transcription:

Y’know I read through and it was really straight forward and I mean, I didn’t realize I’d said some things, the same, the way I did, cause when you’re talking just sort of naturally you just sort of blab on, so I would like to correct some quotes. [MM]

One teacher added these thoughts about ‘connection’.

I was thinking about our first interview and I read through it and I realized that wellness is also community, which came about a bit, I think when we talked. But I think that ties in with the teachers being part of the teaching community as well as being connected to the community. [HH]

Another teacher added some comments about the importance of goal setting and how setting personal goals can support personal wellness.

No, I just read the transcript over last week and I was surprised that we had talked in that depth. One thing I don’t feel I mentioned was goal setting. I think having a personal goal, whatever it is is a huge importance. It gives you focus, direction and perspective. And accomplishing the goal. It is a tremendous part of well-being in my experience. [GM]

The second interview also allowed for further reflection on the Senses of a Well School.

You know that question about senses really got me thinking. Now I am trying to encourage my students to help me make our classroom into a ‘well’ classroom based on the senses. We are having fun with it. More art on the walls, more music in the classroom, and more tasty treats. I think I will continue with this next year too. [MC]

More comments about the link between wellness and physical environment also surfaced during the second interview:

We just had part of our school renovated and just even seeing the new white wall, Yeah, I thought of that, right away and I thought of our first interview, this will be good for wellness. And I thought I have to remember this for our second interview - that the physical environment is huge for wellness - it is wellness for some of us, for students and for teachers. [GM]

Some teachers also found out more about their School District's EAP between interviews.

My main thing was, I looked at the teacher assistance program since we talked [our first interview] and that was my big thing for this month. Yes, there is one, but no one uses it. It is the most foreign thing in the world. You have to phone and find out and no one is searching you out. I wouldn't even know how to where to look or how to use it. My colleagues said the same thing. [MC]

I was thinking about our EAP since our last interview. I think wellness has to be grass roots from the teachers because it's very hard to lay stuff like that on the top. The EAP helps when a teacher is burned out, but doesn't really help teachers before they get that way. When you look at big companies you know they do put a lot of emphasis on wellness of their employees because of the profit margin. Well we're not in a profit making business so – and they get it back in profits, but we are not in a profit making business so they don't necessarily want to invest that into us – so we pretty much have to do it ourselves. [BR]

At one school, two new initiatives had been implemented since the time of the first interview.

Since we met – we've added another two programs to our school. One's called the Gotcha Award, so whenever we catch a student being good it's kind of based on Adlerian theory, catch them being good. So the teachers sign these papers and then there is a draw on Tuesday mornings and they draw student's names out and they get prizes. [BR]

And we've started something for teachers. We started the Tireless Tuesday awards so we have five little mini-tires going around. Every week it goes to different teachers and the class gets donut holes, because the teacher works so hard. [BR]

Focus Group Meeting

I met with seven teachers at a luncheon meeting to discuss the themes that had emerged through the interview process. I also recorded on flip chart paper, thoughts, ideas and concerns about teacher wellness that came out of the informal discussion.

Appreciation for the Teacher Wellness: An Interpretive Inquiry Process

Before themes about teacher wellness were discussed, the teachers commented about their increased knowledge and awareness of Teacher Wellness due to their participation in the study. Quotes recorded on flip chart paper included:

I'd never really thought about this stuff before. Now I can't stop thinking about it. It all makes so much sense. I'd like to see more in our School District. There's no initiative, no master plan. If it were a big initiative from the district, I think all the other things, the learning classroom management, computers, marking, would all cease to be issues. [GM]

Thanks for this. It's really got me thinking about wellness here. [ML]

One of the teachers was visibly excited when she said:

There is just nothing out there. That is why I am so excited that we have just connected through this study. I know [teacher's name] and [teacher's name] and so it's nice. Hopefully it will branch out. So the fact that we're meeting is huge. We have the seeds that are sowing. [MC]

Focus Group - Teacher Wellness Definitions

All seven teachers agreed that their definition of wellness and Teacher Wellness had changed somewhat by participating in the study. It became evident as we discussed the themes that had emerged from the interviews that wellness was defined in a personal and a professional way. Wellness for the teachers on a personal level meant fitness, nutrition, stress management, enough sleep, energy, self-esteem, self-responsibility,

spirituality, and a holistic view of lifestyle. On a professional level wellness meant balance, connection, support, teaching, the physical environment teachers worked in, being valued, and having fun. Teachers also agreed that their personal and professional lives overlapped and that it was difficult to separate the two.

A discussion ensued about whether or not the definitions needed to be linked or if they could be separated. Questions such as *“I wonder if I can be personally well, but work in a setting that is not well?”* and, *“I wonder why at first when you asked me about wellness I defined it more on the professional side – like support and connections and it wasn't until the second interview I started thinking – you know, I could do something for myself too, like walking at lunch or not eating donuts at the staff meeting?”* were made. A general consensus among all of the focus group members was that if Teacher Wellness programs or initiatives were to be put in place both personal and professional opportunities for wellness should be planned for. One teacher suggested that:

Maybe this has been the problem in the past. The programs either concentrated totally on personal things like getting fit or doing the social thing, but didn't plan for the two things to go together. I never thought that participating in the Terry Fox run was about fitness and getting together with my teaching colleagues. I just thought it was something I was being pressured to do that was on my own time. Actually it was a wellness plan and I didn't even know it.

Another teacher wondered how the ideas that were being discussed could be shared with other teachers who had not participated in the study. She said, *“You know, maybe we just need more education about what wellness is to other teachers so we can get some ideas for ourselves and our schools. Is there a web-site or something we could go too?”*

A lively discussion took place about the metaphors of wellness. The teachers talked about circles, webs, boats, bar graphs and bicycle wheels. From this definition came a thoughtful comment from one of the teachers:

I think the most important thing I got out of participating in this study, besides meeting all of you [with a laugh], was finally figuring out that it's okay that my wellness idea is different from all of yours. That's the hardest thing about all of this. Being a teacher, I just want a lesson plan for wellness. Someone give me a lesson plan so I can follow it. [general laughter from the group occurred here] What I've learned was that I have to do this for myself, but that I still need support from other teachers and my Principal. What an eye-opener. This goes back to what [teacher's name] said about self-responsibility. I think I am starting to get it – I have to make up my own lesson plan. It would be nice to see some other wellness plans to work from though. That would make starting a lot easier.

Summary

This concludes the findings of the qualitative data collected through in-depth personal interviews and one focus group meeting. Teachers were able to define wellness and provided metaphors for wellness. Wellness meant taking care of the whole person, attempting to find balance, connecting with others, and being happy. Teachers supported their well-being through a variety of ways during their school day. For some, the connection with colleagues and students enhanced their well-being.

The teachers described a 'well' school through the 'senses'. Descriptions of how wellness was seen, heard, touched, tasted and smelled were rich and philosophical. Overall, teachers felt well, but were concerned for their continued wellness due to demands of the job.

The next section in this chapter presents both quantitative and qualitative data obtained from questionnaires.

Quantitative and Qualitative Questionnaire Data

Data were collected from forty-four School District Superintendents and fifty-five Local Presidents of Teachers' Unions and Associations. There was a return rate of 73% and 68.7%. (Table 5).

Table 5. Return Rate of Questionnaires

	Number of questionnaires received from number of questionnaires sent	% of returned questionnaires
School District Superintendents	44/60	73
Local Presidents of Teachers' Unions and Associations	55/80	68.7

Question # 1 asked Superintendents and Local Presidents of Teachers' Associations and Unions if wellness programs and services were offered for teachers in their School District. Both groups affirmed that there were such programs and services available specifically for teachers. (Table 6).

Table 6. Question # 1: Are there any wellness programs and services offered specifically for teachers in your School District?

	Yes (%)	No (%)	Don't Know (%)
Superintendents	80	18	2
Local Presidents	74.5	25.5	0

n = Superintendents 44

n= Local Presidents Teachers' Unions and Associations 55

Question # 2 asked for a list of programs and services. Table 7 and Table 8 list all programs and services available according to the respondents of the questionnaires. Number of responses and percentages are recorded in rank order.

Table 7. Rank Order of Teacher Wellness Programs by Type and Group – Superintendents

Teacher Wellness Program or Service	Number of Superintendents Reponses *	%
EAP/EAFP	40	90
BCTF Rehabilitation Program	11	25
Group Fitness Passes City Recreation discount	4	9
Flu Shots	3	7
District Wellness Initiatives	3	7
Covey Workshops	3	7
Teacher Mentoring Programs	3	7
Dispute/Conflict Resolution Workshops	1	2
District Wellness Challenge	1	2
Sports League	1	2
Heart Health Cooking Program	1	2
Pro-D Day Workshops on Wellness	1	2
Family Swim Days	1	2
Teachers Keep Fit Program	1	2
United Way Fun Event	1	2
School District Social	1	2
Smoking Cessation	1	2
Wellness Survey	1	2
Hepatitis B Program	1	2
Cognitive Coaching	1	2
Monthly Wellness Newsletter	1	2
Wellness Week	1	2

N = 44 returned questionnaires of 60 questionnaires sent

Table 8. Rank Order of Teacher Wellness Programs by Type and Group – Local Presidents of Teachers’ Unions and Associations

Teacher Wellness Program or Service	Number of Local President of Teachers’ Union or Association Responses *	%
EAP/EAFP	48	87
BCTF Rehabilitation	24	44
Wellness Pro-D Day	7	13
Social Gatherings	6	11
Wellness Workshops	5	9
Flu Shots	3	5
District Wellness Committees	2	3
Energize Your Life Program	1	2
Program Against Racism	1	2
Staff “Soup Day” (monthly)	1	2
Harassment Training Workshops	1	2
School based program (sports and fitness)	1	2
Body Moves TV Fitness Show	1	2
Teacher Mentoring Program	1	2
Wellness Survey	1	2

N = 55 questionnaires returned of 80 sent

A comparison of similar programs and services is shown in Figure 8.

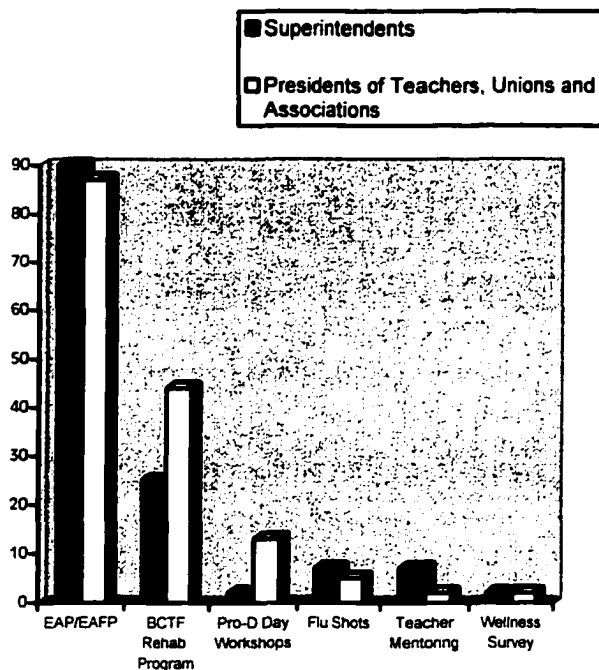


Figure 8. Comparison of similar School District teacher wellness programs and services

From data collected from questionnaires returned from Superintendents and Local Presidents of Teachers' Unions and Associations in British Columbia.

Written responses were also included in the returned questionnaires. The comments were as follows:

Superintendents:

- *EAP/EAFP services is the only program [006]*
- *EFAP programs. City also provides a discount on group fitness passes. [009]*

- *We have had free smoking cessation programs over the past five years, but interest has not been strong. [018]*
- *District Wellness initiatives are offered to all levels of the organization regardless of position or title. [020]*
- *Rehab in partnership with BCTF program which supports the return to or maintaining in the job. [022]*
- *We formed a wellness committee with the Teachers' Union. We decided to systematically offer two programs – Habits of Highly Effective People and Cognitive Coaching. [035]*
- *Have a district wellness committee which includes all employee groups, committee includes wellness representatives from each work site, provides training for wellness reps, organize district wide wellness activities, promotes school base or site based activities, conducted a wellness survey in 1993 and again in 1999 of all employees. [041]*
- *The Wellness Committee is for all employee groups – teachers/CUPE (support staff) AO and Senior Administration. The group decided that the budget should come from each group putting in a dollar amount. [044]*
- *We come at this from the back-end. [058]*

Local Presidents of Teachers' Unions and Associations:

- *We based it on the Living Well Program from Van City. The program gives points for reading, helping neighbours, physical activity etc. When certain levels reached incentives were given. The EAFP is funded $\frac{3}{4}$ by board, $\frac{1}{4}$ by teachers. Our wellness program was successful but we didn't keep track of its success – something we would do a better job of if we do this again. [001]*
- *EAFP and BCTF Rehabilitation Program – otherwise you are on your own. [003]*
- *The School Board offers an EAFP at a cost of \$2.00 per month per employee. Participation is strictly voluntary. [004]F*
- *Other than the local teachers parties and BBQ's, all else is sponsored by the local. Nothing by the employer. [005]*
- *Flu shots yearly – shared costs – union/district. EAFP provider "Interlock" provides counseling & referral services (employees pay full premium – program lobbied for by local union.) [010]*

- *We have a healthy lifestyle incentive plan run by the xxxx Teacher's Association. We call it "Energize Your Life" and we have invited all School Districts employees and spouses to participate. We often have wellness type professional development activities. In fact, your Martin Collis has spoken here. Social functions are largely for mental health. [013]*
- *A district wellness program that was teacher initiated was begun 10 years ago with AO's, District Administration, exempt staff, CUPE and teachers. Presently, this is jointly funded by the Association and Board. Unfortunately, the program focuses on "feel good" activities rather than dealing with root cause or systemic causes of unhealthy work places. We do have an EFAP program in place, which is confidential and open to all employees. [024]*
- *There is a district mentorship committee and money available to help – 50/50 finance with the board. [038]*
- *Our Assistant Superintendent considers 'sick leave' as a wellness program. Union does not support that line of reasoning. [048]*
- *Nothing in place! [074]*

When asked (Question # 3) if the wellness programs and services were available to all teachers in the School Districts 80% of the Superintendents said yes, 18% said no and 2% indicated that they did not know, whereas 76 % of Local Presidents said yes and 24% said no. When asked if the School Districts provided any of the programs or services (Question # 4), 55% of the Superintendents said yes, 43% said no and 2% did not know. Teachers' Associations and Unions provided 70% of the programs and services and 30% did not.

Both Superintendents and Local Presidents advised that some School Districts and the Teachers' Unions and Associations contributed financially toward the provision of the wellness programs and services (Question # 5). Seventy-one percent of Superintendents indicated that the School District supported the wellness programs and

services; 27% said they did not and 2% stated that they did not know. Sixty-two percent of Local Presidents said that the Teachers' Unions and Associations helped financially with the wellness programs and services; 34% said they did not and 4% said they did not know.

When asked who might offer teacher wellness programs and services if these services were not offered by the School District or the Unions and Associations (Question # 6), Superintendents and Local Presidents cited individual schools, municipal recreation departments, EAP/EAFP's and other agencies as doing so. A number of Superintendents and Local Presidents indicated that wellness services and programs were not offered by other agencies. Others did not know. Answers to this question are listed in Table 9.

Table 9. Question # 6: If there are teacher wellness programs and services available to teachers, but not offered by the School District or the Teachers' Union or Association, who does offer them?

	Superintendents *				Local Presidents Teachers' * Unions and Associations		
	Yes %	No %	Don't % Know		Yes %	No %	Don't % Know
Individual Schools	16	41	43		27	64	9
Municipal Recreation Departments	25	23	52		20	67	13
EAP/EAFP	68	7	25		64	33	3
Other	20	16	64		22	60	18

N = 44 (Superintendents)

N = 55 (Local Presidents of Teachers' Unions and Associations)

Under the 'Other' category, comments were also provided. Superintendents indicated that 'Other' programs for teachers included "*hockey, weight lifting*" [029], and "*scheduled suppers*" [048]. Local Presidents indicated that 'Other' programs included "*a curling league*" [019], "*golf*" [060], and "*some fitness studios offer employees of the district discounts*" [062].

The last question, # 7, was an open-ended question: "*If you have any other thoughts or insights you would like to share about "Teacher Wellness" please comment below or use the back of the page if necessary.*" Superintendents included twenty comments (45% of respondents) and Local Presidents of Teachers' Unions and Associations included forty-one comments (74.5% of respondents).

Some Superintendents and Local Presidents indicated that Teacher Wellness was an important issue.

Wellness is important – our illness records show absenteeism on the rise – these programs need a funding source. [005] – Superintendent

Teacher wellness is a big issue in our district. Morale is low and many teachers are on medical leave or considering it. [055] - Superintendent

Teachers are increasingly going off on 'Stress Leave' due to increased workload and parental demands. Teacher Wellness is a MUST! Good luck with your study. [065] – Local President

We are recognizing the need for a Teacher wellness program and may approach the district to fund some initiatives. [042] – Local President

Responses from both Superintendents and Local Presidents indicated that in some districts there was a desire to organize a teacher wellness program.

We have looked at programs such as the one done by the BC Forest Group. We are interested in getting something started – need more ideas and time to implement. Your results will be most welcome and may assist us in getting started. [006] – Superintendent

It is something I'd like to see developed but I don't seem to find the time. I'd like to see it in collective agreements. Sorry to miss the first round. [002] – Local President

It appears from the data collected that in some School Districts, Teacher Wellness programs had been organized, but were unsuccessful.

Teacher Wellness as a topic has been the subject of dialogue between the Teachers' Union and the Board and District Administration, on and off over the years. A District Wellness Committee has now been dormant for a couple of years. [010] – Superintendent

The program went well for two years but we did not quantify the benefits (lower sick leave) so the Board abandoned its share and the Local just stopped. I haven't thought about this for two years. Maybe we'll think about it again. [001]- Local President

In other School Districts both Superintendents and Local Presidents stated that there were no Teacher Wellness programs or services available for teachers.

For several years, a committee studied this issue. This was a joint committee and although they investigated many wellness activities their final recommendation was to enhance labour/management relationships and form an employee Assistance Plan. [017] – Superintendent

We have opportunities for teachers to 'Develop Professionally', and take courses, and we even have programs to put them back together (Rehab/Counseling) when they need it but no 'preventative' programs provided by the district other than leagues organized by employees (volleyball). It would be nice to see supportive/preventative programs emphasized (i.e. Fitness programs, financial planning, support groups). [022] – Local President

Apparent evidence of animosity between the Superintendents and the Local Presidents was reflected in some of the comments recorded on the questionnaires. Some Superintendents believed that the teachers were not doing enough for their personal wellness while Local Presidents indicated that not enough was being done on behalf of the School Districts to support Teacher Wellness.

Many teachers are 'dependent types' – we are hoping to equip people with skills to work efficiently. Also they are low on efficacy, hence our work in Cognitive Coaching. [035] – Superintendent

Our concern is for school administrators more than teachers. Teacher collective agreements have effectively reduced teacher stress/burnout over the past three to five years. AO's [Administrative Officers] have picked up the slack and are burning out rapidly. [058] - Superintendent

A negative, unsupportive administration (district and school) impacts hugely on teacher's wellness. [007] – Local President

In our District there has been a sharp decline in the relationship between management and teachers. Teachers are now, in addition to sharp increases in workloads, subject to aggressive students, parents and administration whose first response to a complaint is to discipline teachers. Do I sound bitter? Yes, because I deal with the fallout and see the whole picture. It's not healthy. We have increasingly 'toxic' relationships. Teachers feel that they are no longer part of an educational 'team'. Trustees are disconnected from the realities of the classrooms and school environments, yet they make decisions and policies that have huge impacts there. Senior administrators never appear in the schools unless it's to serve a letter of suspension to a teacher. Teachers now find themselves in a defensive position. Personal wellness is not recognized by our Board beyond the EAFP program, which is minimal and I suspect protection against lawsuits. Teachers are faced with an employer who could care less about them as people. [041] – Local President

Comments about the EAP and EAFP's available to teachers in British Columbia varied widely in scope. For a number of Superintendents, the EAP/EAFP was viewed as *the* wellness program in the School District. For a number of Local Presidents, the EAP/EAFP was not considered a preventative type of program.

With regard to a Teacher Wellness program, we have an Employee and Family Assistance Program that is paid for by the District and each employee pays \$15.00. [002] - Superintendent

About a teacher wellness program – the School District offers an EAFP totally paid by the board. [033] – Superintendent

We do have an employee and family assistance program, which operates more in the manner of a 'field hospital' i.e. Patch them up and get them back in the trenches as soon as possible – a long way from wellness in my view. When we do raise concerns about wellness this is usually viewed by the employer as union

gripping. While we have a society of private affluence and public education teacher wellness will remain a pipe dream. [055] – Local President

The Board pays about the same for grass cutting as it does for its EAP. They reduced the number of visits a teacher could use to five as a cost cutting measure – of course that is 'after the fact', not very preventative in my view. [034] – Local President

Financial considerations for the implementation of Teacher Wellness programs were a concern for both Superintendents and Local Presidents.

In the past when I asked senior management what they planned to do for teacher wellness I was told they had no budget for this. [006] – Local President

Some staff have requested stress reduction workshops and teacher wellness programs. Union and employees should spend more time and money on these issues. BUT – money is scarce and time is non-existent. [053] – Local President

Lastly, a surprising finding was the discovery that not all schools are land based.

One room isolated (float plane schools) are an added stress factor. [038] – Local President

Summary

The purpose of this inquiry was to build upon and move beyond the teacher stress literature and investigate what makes teachers well. From personal interview data eleven teacher wellness themes emerged: wellness as holistic, finding balance, sense of self, self-responsibility, job satisfaction, connection, support, physical environment, spirituality, energy, and happiness. Metaphors for wellness also emerged such as a sun, a bar graph, a boat, a spider web, a bicycle wheel, a circle, a tree and an egg balancing on a point.

Teachers support their well being in a variety of ways. Teaching, for these participants, was an important part of their daily wellness plan. Connecting with

colleagues and students also supported their well-being. Teachers felt well, in spite of long work hours and a never-ending job portfolio. At the same time, all the teachers commented on the increasing job demands and the effect this was having on their personal health and wellness.

Teachers were not aware of wellness programs and services available to them in their district, although the questionnaire data collected indicated that there were programs in place in certain districts.

School Superintendents, Local Presidents of Teachers' Unions and Associations and the teachers all expressed an interest in Teacher Wellness. In some School Districts there are formalized teacher wellness initiatives, but in most districts teacher wellness is supported by individual teachers or individual Superintendents or Local Presidents who have taken on the responsibility of organizing these programs.

Discussion of the findings is next. A number of key findings will be highlighted. A broader and deeper discussion of the emerging themes will be presented, as will current research that supports or sometimes conflicts with the data found in this inquiry.

CHAPTER FIVE

ANALYSIS AND DISCUSSION

Hi Lara,

I was thinking today about our interview time last week. You really got me considering many things that I haven't done lately – great impetus! I was ready to take on any forum re: educational issues, especially wellness! [DK] (email correspondence May 14, 2001)

One aspiration of this inquiry was to encourage readers, and others, to think about Teacher Wellness – to move beyond the teacher stress literature and find out what makes teachers well. Providing teachers with a forum for discussion about wellness allowed insights to develop and themes to emerge. Gathering data from School Districts provided a new source of information about Teacher Wellness programs and services province wide.

This chapter presents a discussion of the findings refined through: 1) perceptions of some of the major stakeholders in the education system – teachers, Superintendents and Local Presidents of Teachers' Unions and Associations, 2) guiding theoretical frameworks and previous research, and 3) myself as researcher, interpreter, and instrument. The discussion weaves the threads of inquiry together, honoring the *essential threads*, embracing the *accidental threads* and celebrating *the cascade*.

The first section treats the contextualization of emergent themes of Teacher Wellness as derived from the data. Interwoven in the discussion and analysis of the themes are references to metaphors, activities that support teachers' wellness and the senses of a well school. A sub-part of this section offers an analysis of how the themes and metaphors are associated with the two models used as conceptual frameworks to

guide the inquiry - Hettler's (1976) Six Dimensions of Wellness and Bolman and Deal's (1996) Four Frame Organizational Model.

The second section presents a discussion and analysis of the questionnaire data gathered from the Superintendents and the Local Presidents of Teachers' Unions and Associations. The third section examines the intersections of the overlapping threads of both the qualitative and quantitative data.

Section I

Contextualization of Wellness Themes

Six themes (Table 10) emerged from the analysis of the qualitative personal interview data. The themes were holistic, finding balance, sense of self, self-responsibility, job satisfaction, connection and support. Initially, eleven themes presented themselves. Energy and Happiness were collapsed and included as sub-themes under Job-Satisfaction. Support, Physical Environment, and Spiritual were collapsed and included within the theme of Connection. Support appeared to be linked strongly with and equal to Connection. Physical Environment and Spiritual became sub-themes of Connection and Support.

The first two themes, holistic and finding balance, were embedded in both conceptual frameworks - Hettler's (1976/1979) Six Dimensions of Wellness model and Bolman and Deal's (1997) Four Frame Organizational model. These themes are discussed first.

The four remaining themes, sense of self, self-responsibility, job satisfaction and connection and support, were associated with both conceptual frameworks, in different ways. An analysis and discussion of these themes will be offered following the Hettler and Bolman and Deal discussion.

Table 10. Six Emergent Wellness Themes – How Teachers Define Wellness

Wellness Theme	Teachers' voice
Holistic	<i>Not just fitness. Integrated. As a whole. Holistic. All parts of effective living. [WS]</i>
Finding Balance	<i>I think about balance, an internal thing. It gives me a good framework to think about. That I can put things in perspective. I used to try to be everything to everybody. Now I know it's okay that I'm not at every school function. [MC]</i>
Sense of Self	<i>It's believing in what you do and that it makes a difference. I think that's why we're all hooked into it despite the stress. You have to believe that and it tides you over the rough spots. [GM]</i>
Self-responsibility	<i>I'm very big on responsibility and so you have to look at yourself and decide what's best for you. There's all sorts of wellness models. You have to make the choice. You can burn yourself out and look around and blame the system. You are a piece of the system. If we don't look after ourselves it will impact the people we work with. [SS]</i>
Job Satisfaction (Energy) (Happiness)	<i>Being with the kids, that makes me well. I love the kids. Sharing. Talking and interacting with colleagues. Joy – working in this environment. That makes me well. [BR] And to me energy means that you are well, that if you were mentally or physically not well, you wouldn't have the same degree of energy, you wouldn't have the energy to deal with day-to-day problems or enjoy your job. [SS] Wellness to me is being happy and being centered to me is being happy. Teaching makes me happy. It is pretty inextricable. [DK]</i>
Connection and Support (Physical Environment) (Spiritual)	<i>The more we can do, as a staff to connect with and support each other, the better everyone will feel. To me it's a little like the dark age – us being so isolated. I 'd like to see us move along a little faster. [HH] We meet every Friday in the back lunchroom. It's great. You can connect with other teachers. Support each other. [GG] I was brought up in a spiritual family, so there's an understanding of connection and support from something bigger than myself. [MC]</i>

Themes

Finding Balance Within the Holistic Structure of Wellness

By analyzing the themes that had emerged from the personal interview data, it became apparent that two of the themes, holistic, and finding balance, could be linked directly to the two conceptual frameworks used to guide this inquiry – Hettler's (1976,1979), Six Dimensions of Wellness model and Bolman and Deal's (1997) Four Frame Organizational Model. This link, however, was not explicit, but implicit. The authors of both models do not include the term 'holistic' or 'balance' in the description of their models, nor do they include these terms in the visual images of their models.

However, each model is made up of separate components or frames that create the whole. Hettler's (1976,1979) model consists of six separate components: social, occupational, spiritual, physical intellectual and emotional dimensions. Bolman and Deal's (1997) model consists of four frames: structural, human resource, political and symbolic. An underlying assumption of both models is that all parts of each model must be in harmony for balance to occur. This is the implicit reflection of the findings. Hettler (1976,1979), states that:

Wellness... is a process of becoming aware of the different areas in your life, identifying the areas that need improvement, and then making choices that will help you attain a higher level of health and well-being. If we invest too much of our energies in one or two of these dimensions, the others will suffer, resulting in a decrease of our overall well-being. All dimensions relate to and affect each other. The goal of a wellness lifestyle is to continually strive for both a balance between the dimensions as well as a high level of wellness in each dimension (p. x).

This is also true of Bolman and Deal's model. The authors present organizational theory as pluralistic, not fragmented. They encourage reflective thinking about all four

frames, viewing organizations through the different lenses. They say, “Each theoretical tradition is helpful. Each has its blind spots. The ability to shift from one conceptual lens to another helps redefine situations so that they become manageable” (1997, p. 34).

The success or ‘wellness’ of an organization will depend on attention to all four frames.

So the themes of holistic and finding balance, act as an umbrella for the remaining themes. They are also the themes that connect the two frameworks together. They are the overlapping threads.

Holistic

The origin of the word well is derived from the Old English word health or ‘hal’ (Klein’s Etymological Dictionary, 1966) which then changed to ‘whole’ and then to ‘well’. The finding that wellness was holistic was almost predictable, given the amount of research and health and wellness information made public during the past three decades. The Review of Literature, Chapter Two, provided an overview of many of the breakthrough works and health and wellness initiatives that encouraged people to adopt healthy lifestyles (Ardell, 1977,1986, 1999; Berkman & Breslow, 1983; Cooper, 1968, 1977; Dunn, 1961; Fitness Canada, 1983; Lalonde, 1974; O’Donnell, 1984; ParticipACTION, 1986).

The holistic nature of wellness is a repeated theme of many previous observers, some of whom are: Dunn (1961), “an integrated method of functioning” (p. 4); Travis (1981,1988), “the integration of body, mind and spirit” (p. xiv); and Hettler (1984), the Six Dimensions of Wellness that include “social, occupational, spiritual, physical, intellectual, and emotional” components (p. 13). Findings from the available Teacher

Wellness research relevant for this study were also similar. Participants in Mills' (1989) study spoke about wellness from a holistic perspective: "*My focus is on the total person – nutrition, exercise, spirituality, and socializing*" (p. 98), and "*I've always been interested in all the different aspects of Wellness.*" (p. 99). A participant in Gibson's study (2001) also defined wellness as "*physical, emotional, and mental health*" (p. 44).

Of interest in this inquiry were the metaphors used by the teachers. These provided a visual image of theme holistic - a spider web that contained numerous compartments, a bicycle wheel that consisted of many spokes, each representing a wellness component, and a tree with multiple roots and branches representing the growth of a full life.

For some people, metaphors can be a powerful method of communication. The metaphors brought to life the term holistic: the spider creating the web, the bicycle wheel turning, and the tree growing roots for support, and branches reaching upwards. Richardson (2000) says, that the essence of metaphor is "experiencing and understanding one thing in terms of another" (p. 926). A metaphor helps reveal what is "buried beneath the surface, permits movement, and links parts together into a functional, coherent whole" (p. 926). The teachers' metaphors provided an artistic and creative representation of wellness as holistic.

The process of reflecting on wellness as a metaphor, moved into the classrooms of some of the teachers participating in this inquiry. One teacher [HH] reported in her second interview that she had been thinking about the metaphor she had described in her first interview and decided to have the students in her Career and Personal Planning (CAPP) class draw metaphors about wellness too. She reported that the session was a

great success. One of her students offered to share her wellness metaphor with me. "*One student drew her metaphor for me and I will send it to you.*" [HH]

As Ardell says, "What the world needs now are more wellness models, especially if the new models lead to more people living wellness lifestyles" (Ardell, no date, http://www.seekwellness.com/wellness/wellness_models.htm). Wellness as a metaphor proved to be a powerful way to begin a conversation about Teacher Wellness. Wellness as a metaphor created more wellness models that support the theme of holistic.

Finding Balance

All eleven teachers defined wellness as having or finding balance. However, an important finding in this inquiry was that having or finding balance did not mean that all parts of the teachers' lives were in balance at all times. What became clear through the dialogue with teachers and the analysis of the transcriptions of the taped interviews was the understanding that making an attempt to balance was what was important. Feeling in balance sometimes meant being imbalanced. Teachers' comments in Chapter Four, Findings, indicated this. However, it was a specific comment from one of the teachers that provided "the clearing" (Heidegger, 1927/1962, p. 171) for me as a researcher. According to Heidegger, clearing occurs because of shared and individual interpretations of our world. The following statements helped me to hear the message about balance more clearly and encouraged me to revisit the wellness models I had studied.

[SS] had two roles in her school. One was school counselor, the other, the Coordinator of the Young Mom's program. As we talked about her typical teaching day, I discovered that lunchtime for her did not necessarily mean eating. Lunchtime was the

only time students in the Young Mom's program could meet with her therefore she would forgo her lunch to do her work. Asked if this supported her wellness she said:

In a strange way some of it does – it fulfills a certain sense of mental health about doing a good job. If my belief is that in order to do a good job I need to accomplish a certain amount of things today, then I make a personal choice not to take lunch that day, but I want to catch up. If I don't do that when I leave that day then I haven't put as much into the job as I felt I should or could. So it supports a certain component of my mental or emotional well-being, but it has a downside when it comes to my physical well-being. [SS]

She added these comments:

... And I think it's about awareness for me personally. If you are aware of what you are doing, and you are aware of the whole wellness thing, but you are making a choice to do something, then perhaps you are compensating by doing something else. Or you're choosing to do one thing one day, then the next day to drop everything to go to the staff room and have lunch. [SS]

[LL] then asked [SS] if choice had something to do with balance and wellness. Her reply was:

... For me it does. As long as I'm aware of what I'm doing it's a healthier choice. It's when you're in that state of just zombieism and going about things and not being aware and then all of a sudden, 'whack', you have a breakdown. [SS]

Diekelmann, Schuster, & Lam (1994), assert that:

Heideggerian hermeneutics requires that the researcher approach each text with openness and as much awareness of preconceptions as possible so that these can be challenged by the text. The research both influences and is influenced by the readings. ... They [the readings] can also be central to an understanding of the evolution of ideas (p. 132-133).

This finding, for me, as a person, researcher and interpreter was meaningful. I have spent most of my adult life trying to balance life components in equal parts. I have found this to be a difficult thing to do. I have also had the belief that I should be capable of living in balance because I work and study in the area of health and wellness. The eleven teachers I interviewed were able to help me shift my perspective of balance.

I believe this to be a key finding of this inquiry. The theme of balance has been reported in the teacher wellness literature: Mills, (1989), Ryan (1992), Armstrong (1995), Soden (1998), and Gibson (2001). However, in all of these studies it appeared that the teachers who discussed the theme of balance believed it was important to continually attempt to 'be in balance'. Gibson (2001) reports that, "Balance was emphasized as an integral part of wellness for these participants. The issue of balance was expressed in terms of knowing when and how to put teaching aside; using coping strategies; or knowing when to say no" (p. 61-62). One of the participants in his study felt that "the demands on his time as a teacher required priority setting that created a balancing act" (p. 62).

Attempting to live in balance is an important goal and is encouraged by the wellness experts. But, creating a balancing act demands energy too. It might be time to acknowledge that teaching is a profession where imbalance is the norm. Is it possible to celebrate the uncertainties of teaching? Is there a way of connecting the imbalances of teaching to the joys of a teeter totter ride enjoyed by many children?

This could be an important concept for pre-service, new and seasoned teachers to grasp. The teacher workload literature (Kuehn, 1993wlc06; Schaefer, 2001wlc04, 2001wlc05; Naylor, 2001wlc01, 2001wlc03) has and continues to suggest that the volume and complexity of teachers' work is increasing. Teachers are being asked to do more with fewer resources and support. Findings in this present study support the findings in the teacher workload literature:

Things have changed so much from 12 years ago. We still have principals, vice principals and councilors and there is nothing out there that says you have way more on your plate, but we do. In order to have a field trip there used to be one form, but now there are 12 forms. They want teachers to do all this stuff and it

makes schools great places, but someone has to help. ...Things are shifting onto teachers' plates in addition to the education. I barely have time to mark and prep my lessons let alone run a club, run a team and all this accountability weights on me. Parents used to be thrilled that we'd take their child on a tournament. Now they want details. Fair enough, but if anything happens it's all our fault, not the parents for letting the child go. [MC]

Teachers who struggle with the demands of teaching might benefit from knowledge that a teacher's day is never quite complete. While teaching will include an ongoing attempt to balance the professional demands of teaching and personal lifestyle management, teaching might also turn out to be like playing in a playground. Collis (2000) says: "The reality is that teaching is one of the world's best jobs if you like it and one of the worst and most stressful if you don't" (Well Newsletter for Wellness, www.speakwell.com/well/2000_fall/articles/total_teacher_wellness_wellness.html). He advises teachers to understand that some of society's expectations of them are unrealistic. He reminds teachers that there are pressures and challenges that must be faced when entering into teaching as a profession.

Teaching is a lifelong commitment, much like a wellness lifestyle. Living a well lifestyle means continually shifting and attempting to balance wellness dimensions. Wellness is dynamic, not static. This is basic physiology. The definition of homeostasis is:

The relatively stable physical and chemical composition of the internal environment of the body which results from the actions of compensating regulatory systems (Vander, Sherman, & Luciano, 1980, p. 654).

The key words in this definition include 'relatively stable' and 'compensating regulatory systems'. At a cellular level, our body is never quite balanced. A healthy or well body continues to attempt to balance imbalances.

All of the wellness models presented in Chapter Two, Review of Literature, except for Travis' (1981,1988) Illness Wellness Continuum, illustrate wellness as having all dimensions equal at all times – thus balanced. The pieces of the pie (Ardell, 1977,1986), and the dimensions of the hexagon (Hettler, 1976,1979) and the pentagon (O'Donell, 1992) suggest that to be well, all components must be attended to, and experienced in equal quantities each day. This was not the way teachers experienced balance.

Further discussion about balance occurred at the focus group meeting. As mentioned in Chapter Four, Findings, we had a 'lively' discussion about the metaphors the teachers had described. We also discussed wellness models. As a group we decided that wellness models might be re-drawn to show movement or flexibility within the wellness components. One teacher said, "*Nothing is ever equal, you just keep trying to equal things out – that's wellness. I've learned that as a teacher. You can't be equal in all things. That's just not possible. That's not real life.*" [GG]

Our example of a revised wellness model follows. (Figure 9). The separate components are still enclosed by a continuous line. However, each component or dimension now has the possibility of movement, shifting and changing when needed.

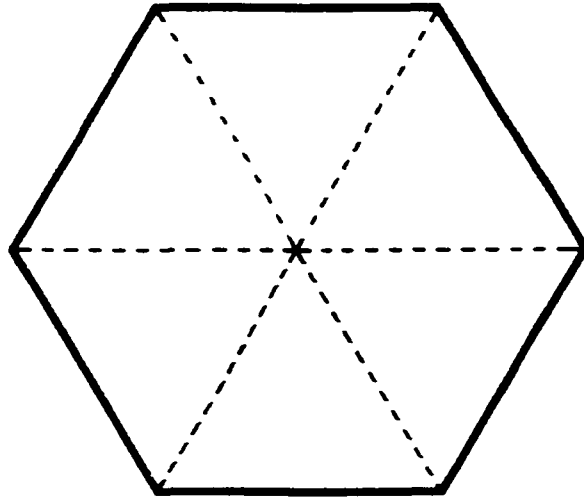


Figure 9. Revised wellness model with flexible dimensions.

From qualitative personal interview data and focus group discussion data.

It appears there is support for this in the literature.

Balance is a good thing and a worthy goal but there are times when you have to put it aside to pursue a passion over time, a heroic quest, or other short-term goal that takes too much time and energy to permit the maintenance of balance. Be flexible (Ardell, 1999, p. xxiv).

And Straus distinguishes between balance and being in balance. He suggests that balancing requires effort which takes energy, whereas being in balance is unconscious, something that we feel in our bodies.

Instead of working at it, balance includes automatic course corrections and even the permission to be out of balance for a while – without fretting about it – if it serves you. To be in balance requires insight and clarity about who you are and what matters most to you (Straus, no date, <http://www.workaholic.org/workaholiceducation3.htm>)

The Bolman and Deal Four Frame organizational model might also be re-drawn with dotted or segmental lines between the individual frames to give the perception that the frames can expand or contract depending on certain situations. The dotted lines could also represent human body cells, which have semi-permeable membranes, which can shut down transport or assist transport of nutrients depending on need.

Sense of Self and Self-Responsibility

Wellness and Sense of Self

Sense of self was described as a way of defining wellness. Seasoned teachers, in this study, suggested that knowing oneself was an important part of teacher wellness. Reflecting on personal values, determining what they believed in and discovering how they could 'work well', were strategies they equated with wellness.

Palmer (1998), in his book *The Courage to Teach*, talks about teaching and true self. True self for Palmer comes from identity and integrity. "Identity is a moving intersection of the inner and outer forces that make me who I am..." (p. 13). Integrity is:

...whatever wholeness I am able to find within that nexus as its vectors form and re-form the pattern of my life. Integrity requires that I discern what is integral to my selfhood, what fits and what does not – and that I choose life-giving ways of relating to the forces that converge within me"(p. 13).

He also discusses 'The Teacher Within'. It is "the voice that invites me to honor the nature of my true self" (p. 29).

It speaks not of what ought to be but of what is real for us, of what is true. It says things like, "This is what fits you and this is what doesn't"; "This is who you are and this is who you are not" (Palmer, 1998, p. 30-31).

Possibly, teacher identity is linked inexplicably with teacher wellness. The identity of the ‘teacher within’ can only be discovered if the journey of discovery is done with integrity. Understanding ‘self’, also takes time. “Self’ changes over time’.

A question arose from discussions about sense of self, which included aspects such as self-esteem, self-respect, and self-knowing. It was, “Where is the knowledge of how to discover ‘self’ going to come from?” [SS] said,

I think it should be a part of teacher training. ... The work environment we drop the student teacher into is very complex. If you are dealing with 150 students a day - I remember one teacher saying to me that he had seven or eight adults attached to one student – whether it's the exchange student, the pregnant student, or a student who has an adult who wants to know how that child is doing – it takes an incredible amount of talent and energy to teach the diverse groups of students we see today. If you don't know yourself and know what you are capable of doing you will burn-out, you won't be well. [SS]

[MJ] suggested that the student teacher internship program helped students with the discovery of who they were:

Teachers by and large are not trained about self-awareness or self-discovery. I think the internship program helps. ... It's the reflection piece that's missing. It's important to reflect, not in a judgmental sense, but in a process sense, well how did I do that, how could I have done that better. [MJ]

Teachers reported that the activity that supported their well-being and ‘sense of self’ was the act of teaching. As reported in Chapter Four, Findings, teachers enjoyed teaching. For all eleven teachers, teaching was part of who they were and what they did. Teaching provided meaning and purpose in their lives. Teachers also cited involvement in extra curricular activities as an important aspect of their wellness. All eleven teachers I interviewed sponsored at least one school club.

I just got so much out of rowing. It teaches you so many great things. I feel I have to give that back to more kids and the kids love it. It does do a lot for self-confidence, for finding out who you are. [HH]

Some of them sponsored two or three clubs or worked with students on special projects such as the annual student yearbook or graduation ceremonies. They viewed these activities as part of teaching.

This was an important finding. The data collected shed light on how much the participating teachers valued teaching. Students were a big priority. Teaching made teachers feel worthwhile. For some teachers, teaching was their 'sense of self'. From an emergent theme of 'sense of self' came many insightful thoughts about teachers and wellness. Ongoing conversation about 'sense of self' needs to be encouraged among all teachers and educators of teachers.

Wellness and Self-Responsibility

Teachers who were interviewed believed that self-responsibility was an important component of wellness. Many of the wellness experts introduced in Chapter Two, Review of Literature, also suggested that self-responsibility was a key component to well-being. Ardell (1977, 1986) says, "In my opinion, the single greatest cause of unhealth in this nation is that most Americans neglect, and surrender to others, responsibility for their own health" (p. 94).

Travis (1981,1988) reminds us that the problem is not the fact that we have experts that tell us what to do, but that we shift all responsibility for our own personal lifestyle choices to something outside ourselves.

We are reluctant to take responsibility, or even to assert an opinion, because we have lost touch with our reservoirs of knowledge and intuition, our physical body-signals (both internal and external), and our gut-level emotional responses. We mistrust ourselves and turn instead to the others who really know (p. 7-8).

An interesting finding in this inquiry was that some teachers did not embrace the concept of self-responsibility until the second interview. [MC] during her first interview said:

It would be interesting if this School District had a human resource person. I see admin and teachers being unwell. The CUPE workers too. There's nobody for them to go to discuss being unwell. I remember two years ago, the Principal said, "You wouldn't believe how many people come in here to unload, marriage breaking up, children problems. He's not equipped to handle this! There's nobody in place in the school system. Who would look after me if I suddenly broke down in the hall? I have great friends here, but you know – could I go to a counselor here? Not really because their job is to timetable kids and look after the student's problems. Why is there not someone in place to look after the wellness of adults?" [MC]

It can be difficult to live well in an unwell world. As Knowles (1977) says,

Most individuals do not worry about their health until they lose it. Uncertain attempts at healthy living may be thwarted by the temptations of a culture whose economy depends on high production and high consumption. ... Facing the insufferable insult of extinction with the years, and knowing how we might improve our health, we still don't do much about it (p. 59).

At our second interview, [MC] excitedly told me about a committee that had decided to work on wellness initiatives in their school. The members of the committee determined that a proactive stance to the high stress levels of teachers due to report card preparation was needed. With permission from their administrators, they brought someone into the school to provide Reflexology treatments for the teachers. Appointments were pre-booked and teachers paid \$15.00 for a fifteen-minute treatment. *"I figured if anyone was going to do something about wellness at our school it had to be done soon. I got tired of waiting for someone else to do this for me."* [MC]

Email correspondence received after the second interview indicates how one success led to another.

I am excited about the new direction and I want to mention to you, this experience of talking about wellness. I guess I was starting to look at student wellness too and realized how unwell some of our students are. I introduced a wellness session in class. It was a very open session. The kids became aware of their own wellness. Kids were actually talking about wellness as well as what teachers were well. They really need to get this. It is a lifetime process. [MC] (email correspondence May 9, 2001)

Not everyone will be able to take full responsibility for their health and well-being. Poverty, lack of education, lack of positive role models and varying disabilities make it difficult for some people to adopt wellness lifestyles (Poole, Matheson, Cox, 2001; Cottrell, Girvan, McKenzie, 2002; Shepard, 2002). However, teachers for the most part, do not have to contend with the above determinants of health. They have a steady income, a high level of education, and some positive role models within the education system. The challenge for teachers is to determine what self-responsibility really means and what it entails as it relates to personal and organizational wellness.

O'Donnell (1988), says:

Self-responsibility is acceptance of the reality that to get what we want and need, each of us must take control of our lives to the greatest extent possible. Self-empowerment helps us understand that we have the ability to take such control. Instead of being victim blaming, these concepts can provide the individual with confidence and knowledge that can help them do far more than improve their health (O'Donnell, 1988, p. 66).

Of course, a link between self-responsibility and sense of self, and wellness as holistic and finding balance, is important here. Delusions about 'self' and human potential can erase limits to what teachers can achieve. The responsibilities of major lifestyle changes can weigh heavily on teachers and create 'unwellness', instead of 'wellness'. This is especially true when teachers try to change or adopt too many

wellness dimensions at one time. However, the data collected in this inquiry showed that some teachers believe self-responsibility to be an important part of wellness.

If, as the results of this study suggest, some teachers are willing to take responsibility for their personal well being, it might be time to find ways to use the wellness resources that are currently available. Knowles (1977), said:

The barriers to the assumption of individual responsibility for one's own health are lack of knowledge, ...lack of sufficient interest in, and knowledge about, what is preventable, ... and a culture which has progressively eroded the idea of individual responsibility while stressing individual rights, the responsibility of society-at-large, and the steady growth of production and consumption ("We have met the enemy and it is us!") (p. 60).

Yet, self-responsibility is bigger than 'self'. A sense of ownership by teachers for their own wellness programs is of utmost importance. However encouraging self-responsibility also means endorsing a multi-level approach to 'responsibility'. Collective wisdom and drawing together resources from various wellness and health sources are key elements to teacher wellness. Individual teachers will be most successful in maintaining long-term wellness lifestyles if they teach in schools that support and encourage wellness lifestyle practices.

Changing human behavior involves sustaining and repeating an intelligible message, reinforcing it through peer pressure and approval, and establishing clearly perceived rewards which materialize in as short a time as possible. Advertising agencies know this, but it is easier to sell deodorants, pantyhose, and automobiles than it is health (Knowles, p. 60).

It is now time to discuss where and how these themes connect to the conceptual frameworks.

The Conceptual Framework Connection

The themes of sense of self and self-responsibility seemed to fit best into the Spiritual dimension of Hettler's (1976,1979) Six Dimensions of Wellness model. The following quote describes this dimension:

The Spiritual dimension involves seeking meaning and purpose in human existence. ... you'll start asking the question, "who am I and what is meaningful in my life. You'll know you're becoming spiritually well when your actions become more consistent with your beliefs and values. (National Wellness Institute, no date, Definitions of Wellness, <http://www.nationalwellness.org/Home/Definition/spiritual.asp>).

Making a commitment to be well means knowing oneself and taking responsibility for one's well-being. It is embracing personal beliefs and living one's values.

The placement of the themes sense of self, and self-responsibility, appear to fit best in the Political Frame of Bolman and Deal's (1997) model. The Political Frame deals with competition, negotiation, and advocacy. Both sense of self, and self-responsibility require a person to set boundaries, to reflect, and to discover who they are so that they can be an advocate for themselves. Being pulled in more than one direction is part of a teachers' work life. Being able to manage one's self in a teaching environment takes self-responsibility.

It may seem to be an oxymoron that the themes sense of self and self-responsibility can be connected to something spiritual and something political at the same time. Possibly, the two terms are not so far apart as they might seem. This inquiry opened up yet another 'clearing' for me as a researcher and interpreter. "The dynamics of politics can be sordid and destructive. But politics can also be the vehicle for achieving noble purposes" (Bolman and Deal, 1997, p. 193).

Job Satisfaction and Connection and Support

Job Satisfaction

Work can give structure to our time and meaning to our lives. Work can help us earn a livelihood, express our talents, and reach our dreams. Work can also cause excessive stress and undermine our health. Job satisfaction was a theme that emerged from the interview data. The themes energy and happiness also emerged, however, analysis of the data did not show these themes to be that strong (number of teacher references and quotes = 7), therefore a label of sub-theme was assigned to them.

The data showed that the teachers, who were participants in this inquiry, were satisfied with their jobs (Chapter Four, Findings). Two more quotes from teachers who participated in this inquiry indicated job satisfaction. One teacher accepted the fact that teaching included many tasks:

So this job does support my well-being because I'm the type of guy who likes to do a lot of things. For me one of the parts that supports my own wellness is that I do the job, but I don't need to be ticking stuff off all the time. It's part of well-being from the inside out as well as the outside in. If you do this and do a good job of it for a long time, you will get some rewards. [MJ]

Another teacher, aware of the stressors that accompany the job of teaching, found the stressors to support job satisfaction:

But there's something about me that likes that crisis stuff and it energizes me and I rise to the occasion. [SS]

There are conflicting data in the literature about job satisfaction and teaching. In a large scale study of 11,000 Canadian teachers, King and Peart (1992) found that although teachers were experiencing high stress levels and were not satisfied with all parts of their jobs as teachers, 87% of teachers surveyed described teaching as a very

worthwhile job and 89% said that they were proud to be teachers. Across Canada and in British Columbia, 77% reported that they looked forward to going to work each day.

However, data collected also indicated that only 14% of teachers in British Columbia got high satisfaction from their work. With the many changes that have taken place in the education system in Canada, and more specifically in British Columbia in the past decade, it may be time to look at the connection of job satisfaction and teaching again. If such a study were to be undertaken, questions about personal and organizational well-being might be included to determine whether or not there is a link between ‘well’ teachers and their levels of job satisfaction.

What appeared to be the most important factor of job satisfaction in this study, *Teacher Wellness: An Interpretive Inquiry* was the connection with the students. Every teacher interviewed made at least one comment about how important the students were to him or her. Quotes have been recorded in Chapter Four, Findings. More quotes are shared here:

Teaching is part of wellness for me too. If a class goes well, my kids are sometimes at risk, they are the less academic kids, have learning, behavior, substance abuse problems. If they are all working, it's a tremendous rush. It's believing in what you do and that it makes a difference. I think that's why we are all hooked into it despite the stress. You have to believe that and it tides you over the rough spots. [GM]

Being with the kids, that makes me well. I love the kids. Joy. Working in this environment, that makes me well. [BR]

So last night was our closing ceremonies and I did the big slide show of every child in the school. What I see are the faces flashing in front of me. There are the very serious, very pensive, pictures of broad smiles, there were kids being silly, there were kids being kids. [DK] [Are the children linked to your well-being, your job satisfaction? LL – researcher]. Yes, they are. The diversity, the differences, the kids. [DK]

Support for this finding in the literature comes from a number of sources. Naylor (2001wlc03) found that the students were not necessarily a source of teacher stress. “I love working with the kids. They aren’t a cause of stress for me. It’s all the ‘stuff’... that takes the fun out of teaching” (p. 15). Another teacher said, “I love my work with students. I love teaching, but I really resent all the unpaid hours I need to put in to make learning meaningful and interesting” (p. 14). This teacher’s comment shows a strong commitment and connection to the children:

I also work in a low socio-economic area and the children come from very low income households with little or no support from parents who don’t always have a positive outlook on education. I worry a lot about these children, who need so much more from me than just how to learn to read & write! However, all in all, I am satisfied with my chosen profession and I enjoy each day in the classroom!! (Naylor, 2001wlc03, p. 3).

Gallen, Karlenzig and Tamney’s (1995) study showed a teacher’s positive relationship with a student was the main source of job satisfaction.

The pride, interest, and affection that teachers express toward their students are found in numerous comments. Conversely, nothing is more disturbing to teachers than conflicts with students or their parents. How successfully teachers are able to manage these key relationships appears to be a major factor in shaping the quality of their work life.

Hargreaves (1994) reported similar findings.

The greatest satisfactions of school teaching are found, as a rule, not in pay, prestige or promotion but ... the psychic rewards of teaching – the joys and satisfaction of caring for and working with young people (p. 173).

Energy levels and happiness were sub-themes that emerged during the data analysis, yet connected with the theme of job satisfaction. Two teachers talked about energy as being part of wellness. Both teachers indicated that although teaching was sometimes stressful, they believed that teaching gave them energy. Their energy levels

also depended on the time of year. When heavy marking was required or school club or team responsibilities were the greatest, their energy levels were depleted. One teacher understood that self-care was especially important at certain times throughout the year.

Happiness was also linked to job-satisfaction. Though there were too few quotes (five) to warrant a separate theme of happiness, the teachers who did comment on happiness and teaching said they were “*pretty inextricable*”. [DK].

There were parts of their jobs that the teachers, who were interviewed, would rather not do.

There are all these other things like paperwork on top of being in the classroom. I don't know if someone's ever looked at why or maybe someone else can do it. [HH]

But there are a lot of things that have to be done. All the marking. The last two weeks I have been up until 11:30 marking because I can't start my report cards until these big things are marked. So there are certain times of the year where it is more stressful. [ML]

The teachers' perceptions that teaching includes job-related demands that encroach on personal time and affect job-satisfaction levels are also reported in the literature. Gallen, Karlenzig and Tamney (1995) say some of the reasons are these:

...cutbacks in school personnel, demands from the public for a wider range of school related services, higher professional expectations for teaching standards and responsibilities, and societal changes that have made the educational needs of at least some students and communities more difficult and time-consuming for teachers to meet; (for example, the integration into regular classrooms of students with special needs) (p. 49).

Their study, which looked at instructional, supervision, extra-curricular and other teaching related activities, found that because teaching is a multi-track activity, that role conflict was part of the job, and that teachers were often required to use their assigned

preparation time for activities unrelated to instruction. Consequently, teachers become frustrated with their jobs and their inability to manage the limited time they have.

Overall, though, the findings of this study show that teachers, who participated in this inquiry, were satisfied with their jobs and that job satisfaction was an important part of teacher wellness.

Connection and Support

Covey (1989) says that:

Life is, by nature, highly interdependent. To try to achieve maximum effectiveness through independence is like trying to play tennis with a golf club – the tool is not suited to the reality (p. 51).

He also states that, “Interdependence is a choice only independent people can make” (p. 51). Thus, individuals, confident in their own abilities and sense of worth are more able to understand the benefits of sharing meaningfully with others and accessing “the vast resources and potential of other human beings” (p. 51). Interdependence means connection and support which emerged as a strong theme that was linked to wellness. Connection and support also included aspects of the physical environment the teachers worked in and spirituality or a connection to something other than the teachers themselves.

Initially, separate themes of connection, support, physical environment and spirituality surfaced as transcriptions of the interview tapes were completed. However, as exploration of the data using NVivo software continued an association and relationship between these themes became clear. This software allowed for the clustering of associations between coded relevant parts of each interview transcription.

The themes were interwoven. The essential threads were connection and support. These threads were strengthened by the themes physical environment and spirituality. When physical environment or spirituality was mentioned, the terms connection and support were also used. The reverse was not always true, thus the collapse of the themes physical environment and spirituality to be included under connection and support.

Connection and support were very important aspects of wellness to the teachers. Connection and support meant connecting with colleagues, administrators, students and parents. Evidence of the intertwining of these terms can be seen in the quotes recorded in Chapter Four, Findings: "*Connections with colleagues*" [HH], "*feeling connected and being able to talk to friends and colleagues*" [GM], "*having those around me... support me, provide support to me. ... circle of support*" [DK].

All eleven teachers commented on the importance of connection and support. All eleven teachers described events, situations and times where connection and support occurred and how it affected their well-being. It was surprising to the teachers and myself, the researcher, to see how many examples of this theme emerged as the transcriptions of the first interviews were reviewed and discussed during the second interviews. Table 11 lists the examples presented by the teachers. Yet another quote provides evidence in this regard.

And this Friday we are getting together to celebrate one of our teachers. He organizes all the camps for the grade 6's so I am going to buy him a gift certificate as a way of thanking him. You know, an attitude of gratitude. A lot of people do that at our school. [BR].

What is important to note is the fact that except for the Middle School Conference and the out of town retreats listed in Table 11, all the other events that encouraged connection and support were organized by teachers for other teachers, support staff and

students. Teachers perceived the need to connect with and support each other. Although above and beyond their required teaching duties they created opportunities to fill this need.

Table 11. Examples of Events, Situations and Time that link to the themes Connection and Support

Event	Description of Event
Weekly goody day	Teachers and support staff brought food treats in for each others
Walking and Running groups	Teachers socialized while exercising
Beginning of the year stress relief get-together	Teachers bought in-expensive de-stressing gifts for each other.
Beginning of the year start up parties	Social event used as a way of introducing new staff
Christmas parties	Staff celebration
Middle School Conference	Teachers attend for professional development and social reasons.
Out of town staff retreat – one weekend and one overnight retreat	Not a regular event, but used as a staff planning process when organized. Social time is scheduled into the event.
Healthy Schools Week	Primarily for students, but teachers encouraged to adopt healthy themes and join in on healthy activities.
Participating in community special events	Examples included the Terry Fox Run, the CIBC Run for the Cure, a Diabetes Run. Staff involvement encourages staff connection and support for good causes.
In-school and After-school programs for teachers	Yoga, aerobics, Swiss ball workshop, stretch classes, Reflexology, shiatsu, wine tour, nutrition talk, sailing trip, kayaking trip, facials.
Longer lunch breaks	Teachers negotiated with Administration for a one-hour lunch break to deal with feelings of being rushed.
Tireless Teacher Awards	Five mini-tires are presented to five different teachers each week who have been nominated as a 'Tireless Teacher'. Tireless Teacher's students are rewarded with donut holes.
Pride Assembly	Recognition awards for administrators, teachers, bus drivers, janitors, support staff, coaches and parents
Personal gift giving	Three teachers indicated that they regularly bought or made small gifts for teachers who were doing extra work.
Subscription to Wellness Newletters	Counseling department subscribes to the Berkley Wellness Newsletter.

Analysis of the transcriptions also exposed an association of the themes of connection and support to the descriptions the teachers provided when asked the sensing question, “What would we see, hear, touch, taste and smell that might be linked to wellness if we wandered around the school?” (Table 4, Chapter 4). Teachers’ commented that one might see: *togetherness, a positive interaction with other staff and kids, and smiling*. One might hear: *talking, thank you’s, politeness, pockets of kids practicing music, improv theatre, kids having fun*. Someone walking around the school might touch: *kids by high fiving or hugging them, staff members by shaking hands or patting them on the back, new library books*. They might also see *students touching each other- girls touching and boys pushing and shoving*.

Tasting also linked to connection and support. What someone might taste at these particular schools would be *food from the teaching kitchens, lunches in a multi-purpose room or warm freshly made bread from the home economics class*. Even smell had links to connection and support. One might smell *woodworking, the smell of cedar that was soothing, cooking and science experiments, or popcorn at lunch*.

The descriptions of the senses of a well school represent the essence of connection and support that teachers, students and staff provided each other. One can ‘sense’ interaction, closeness, optimism, helpfulness, sharing, and caring. The descriptors are powerful testimony to the importance of connection and support with regard to teacher and school wellness. Field notes referred to after the interviews were complete also attest to the importance of this theme. Notes indicated that all eleven teachers were more animated and excited when answering this particular question as compared to other questions. Facial expressions included broad smiles. Hand gestures

simulated eating, touching and high five movements. Teachers took big breaths when describing the smells of the woodworking class or the bread baking.

What is needed now is a way of educating educators about these discoveries. Teachers, participating in this inquiry, have shared some unique ideas of how they connect with and support each other. Other teachers might benefit from this information. As well, finding a way to celebrate the success of the ongoing 'connection and support' programs and events would validate the teacher's efforts with regard to connection and support. As one teacher said:

Seeing that list is amazing, I had no idea we were doing so much to help each other. I feel isolated much of the time, but when I really look at what teachers are doing at our school to help everyone out, I am impressed, I feel less alone. [GM].

Hargreaves' (1994) research supports these findings. In schools where there were collaborative cultures, teachers were not only colleagues, but also friends. They were willing to share their private selves. They offered help to their colleagues when needed.

Analysis of the interview data also showed that teachers valued a connection with and support from their administrators. This connection and support linked to their well-being. Over half of the participating teachers made comments that revealed their appreciation of such support. A quote specifically addressing this was:

Looking back at things, I think I said the typical things about wellness. But I want to mention support. One thing right now that alleviates stress and helps me stay well is because our principal is so experienced and in touch with things and creating a happy, healthy workplace. He simplifies things. We don't have to do all the little things that bring people down. I guess that support means wellness to me too. [ML]

This teacher returned to the theme of connection and support, a number of times throughout her first and second interview. This quote is from her second interview:

Our principal is really a master in this. If I have any input I am to let him know. He says, "What do you think about this? He wants you opinion and you feel as if you are someone. You feel you are part of a whole. [ML]

King and Peart (1992) found similar results. Support from administrators was important for teachers and led to greater job satisfaction. When school goals and policies were clearly communicated and when teachers felt supported by their administrators, they were more satisfied with their jobs.

Derkatz (1996) has reported that an administrator can be a pivotal person within a school setting. Administrators have the potential to influence others and create a difference. Campbell & Williamson (1986) argued that the person most responsible for assisting teachers in dealing with stress-producing factors within a school setting is the principal.

Hargreaves (1994) suggested that administrators be guided not only by the ethic of responsibility which is associated with professional obligations of running an organization but also by an ethic of care where actions are "motivated by concerns for care and nurturance of others and connectedness to others" (p. 173). This would provide teachers with opportunities to "receive care as well as to give it – to open themselves up to receiving care from others, instead of being like moral martyrs and always giving the care themselves" (p. 177).

Hossack (1997) suggested that:

Principals have the opportunity to engage in action research as practitioners, participants, and promoters. As practitioners, principals carry out their personal action research projects; as participants, they engage in collaborative action research with groups of teachers and in schoolwide action research with the whole staff; and finally, as promoters, principals support and encourage all types of action research in their schools (p. 11).

The literature referenced above showed that administrators play an important role in what happens in their schools. This study found that connection with and support from administrators also enhanced the participating teachers' well-being. Administrators might be interested in this finding. In addition to the support they typically provide with regard to policies, procedures, assisting teachers to improve quality classroom instruction and liaising with parents, administrators might choose to become practitioners, participants and promoters of teacher and school wellness programs. As a practitioner they could examine their own lifestyle as it relates to working and living 'well'. As a participant, they might become involved in teacher and school wellness initiatives. As a promoter, they could provide leadership with regard to teacher and school wellness programs and services, not only in their school, but also at a School District level.

Newberry (1996), in a chapter of his book, *A New Time-A New Schoolhouse Leader: practitioner and scholar-in the 21st century imperative*, encourages leaders in education to ask a fundamental question: "What are the significant characteristics of healthy organizations?" (p. 67). He goes on to share with the reader, a list of descriptors of healthy organizations, some of which include: "staff are challenged, staff are encouraged, caring attitude, commitment to the organization, achievement, exploration of ideas, and align resources to purpose" (p. 71). The findings from this study suggest that educational leaders add one more descriptor, that being - staff are well.

The pay-offs of a well staff might be exponential. Teacher wellness might be viewed as an example of a Win/Win situation. According to Covey (1989) Win/Win is not a technique, but a philosophy of human interaction. It is a "frame of mind and heart that constantly seeks mutual benefit in all human interactions" (p. 207).

Further analysis of the theme connection and support showed that parents were important too.

But another part of my daily wellness is contact with the parents. It's not actually teaching, but it contributes to my wellness because if I don't have a connection with them – it won't be everybody of course, but if I don't have a connection with the families of the kids I am dealing with daily, it doesn't feel well to me. [DK]

This is yet, another important finding. Nine out of the eleven teachers made reference to the importance of or lack of parental connection and support. Current literature suggests that parental connection with teachers is important for student achievement (Friedel, 2001; Berthelot, Ross, & Tremblay, 2001; Lawrence, E. & Heller M.B., 2001). What is missing in the literature is the importance of parental connection with regard to teachers' well-being. Further teacher wellness research could help fill this gap.

Connection and support from the community was also commented upon and seen to be important:

After our wellness day where you presented and we had a wellness fair, there were some amazing connections made there. I followed through on a few and that Pro-D evolved in a strange way. It morphed a couple of times and ended up being a whole lot more beneficial than most people thought it would be. It was just miraculous actually. Even though some of the people thought it would be a pile of crap, those people said, "That was pretty interesting." [DK]

When analyzing the theme of connection and support another finding surfaced. Although all eleven teachers stated that connection and support was an important part of their wellness definition, all participating teachers did not feel well connected or supported.

Part of it is teachers are not valued in our society. I worked in a culture where you are totally valued, in India. It's the number one profession. When your culture doesn't value education as much, that's part of the problem. Teachers have been put down, that's part of the political scene in British Columbia. Until

that changes - they don't feel good about what they are doing. We need to be accountable for our results, but there's a fine line, a bigger picture. [MM]

Another teacher echoed these thoughts.

We don't value or support teachers very much here. My girlfriend is an early childhood educator and she went to Italy for a while and worked there. She said they are treated on the same level as doctors and lawyers. [HH]

Analysis of the interview transcripts also provided evidence of a lack of support for teacher wellness from teachers themselves:

There's a core group of teachers who sit at the same table. In that group there's one who suffers from depression, there's one who has heart problems who is hugely overweight and aggressive, is a bully, one who has had some personal issues, another one who doesn't relate well to people. They're a hard-core group who sabotage wellness using union tactics. So wellness education for staff to start off was quite a struggle and it continues to be a struggle. [MM].

The above revelations prompt many questions. Are teachers, who experience connectedness and support in their work environment, 'more well' than teachers who do not? How might researchers measure levels of connection and support in relation to wellness levels? Why would teachers not want to embrace wellness? Why would teachers sabotage a teacher wellness program or initiative that might raise the level of connection and support within the work environment? Why might teachers think a Pro-D Day session on wellness would 'be a pile of crap'?

Before proceeding with teacher wellness program implementation, even programs designed by teachers for teachers, some of these questions need to be addressed. One of the problems with this study was that the participants were self-selected. All participating teachers wanted to explore teacher wellness and examine ways in which they might enhance their well-being and then, for some, their colleague's well-being. This may not be the case with other teachers, in other schools, in other School Districts.

Does this matter? Will lack of support of teachers for teacher wellness programs hinder the efforts of teachers who are enthused about connecting and supporting each other to enhance well-being?

This is an important finding. Benner (1994) reminds researchers that with interpretive inquiry:

...there can always be another deeper, and perhaps more persuasive, interpretation of a phenomenon. Competing accounts do not negate each other. Rather they set up a conversation. This decreased emphasis on one true account of a phenomenon has further effect beyond the scope of an individual research project: it encourages the creative exchange of perspectives and ideas in human science research (p. 60).

A finding such as this creates new possibilities for understanding teacher wellness. Administrators or teachers implementing teacher wellness initiatives must be open to flexible program options, at the same time respecting those teachers who opt out of participating in such programs or who do not see the need for such programs within a school setting.

The discussion on the theme connection and support cannot be completed before the sub-themes of physical environment and spirituality have a brief passage. Three teachers made comments about the physical environment they worked in and the effect it had on their well-being. Three teachers made comments about spirit, or a spiritual dimension when asked to define wellness. When the transcriptions were analyzed, it became clear that comments about physical environment and spirituality included the words connection and support in each case. Because a majority of teachers did not speak about the importance of physical environment or spirituality, a decision was made to designate them as sub-themes of connection and support. They were deemed to be

important enough to address because of the link to the theme connection and support and the spiritual dimension included in Hettler's (1976, 1979) Six Dimensions of Wellness model. The first sub-theme to be addressed is physical environment.

Teachers in two schools discussed, briefly, the impact that recent, and current, school renovations had and were making on their level of wellness. Their concern was with the lack of input they had had on the re-design of the schools they were teaching in. It became apparent through their interviews that the teachers had not been consulted about the renovations, nor encouraged to provide input, in any way, to the design team or the administration before the renovations began. Due to renovations in these schools, teachers lost their teacher's lounge or staff room. The lack of a place to meet, visit or connect with colleagues made a difference to them. One teacher strongly expressed these concerns:

What has happened is you create little pockets of isolation that have a perception of what happens in the school and they nourish that perception and then people are not open to other people's insight. That's not wellness. It does distress me to see cliques forming because we lack a central place to visit. This is the first time I have ever been aware of this. People have found alternate, small satellite places to meet. These are not determined by where the food is. It is – we are all the young teachers or we are all the English teachers. I don't like that. We don't get to meet or crowd in a table where there is a spot and visit with those people. There's no connection with each other, and it erodes support for each other. This is a huge thing – the physical environment, the connectedness with colleagues, the essence of the whole thing is talking, communicating, sharing with the people I work with – I then feel well. [GM]

Another teacher from the same school concurred:

Coming back to the renovations, we've lost one wing now and that was the area where the staff could meet for lunch and at break. That's been a big change in the physical layout of our school. And I've noticed it now with other staff members becoming aware of how important that space was. I don't think they, we, maybe realized it at the time, but now that it's gone. For someone – it's like – where is everyone eating? Who can I eat with? Where can I go? How can I connect with

other teachers? Sometimes connecting with colleagues really helps with support for what you are doing or are going through. [HH]

In another school, renovations had been complete for two years. Something similar had occurred in this school.

I've been at this school for 12 years and it has grown from 700 students to now close to 1200. There are many of the same teachers here from when I started, an incredibly dedicated staff that devoted time to students. Every lunch hour the staff room was packed. You got to touch base with teachers. Then we underwent renovations. Sometimes ideas don't work. One of the architect's ideas was to have mini staff rooms for each teaching area. They'd have their own coffee pot and couch and then there would be a huge main staff room. One of the things that I think has contributed to staff unwellness is that there was no time for that collegial meeting together. The math teachers all hung out in their staff room, the science teachers in their wing. And now, why would you walk all the way down to the main staff room? Now you get a pocketful of about 10 staff at lunch and they tend to be the same people and they maybe don't have a very big department so they tend to drift down. The odd teacher might come down to connect – to look for support, to connect with someone. My observation is what most of those teachers are doing is working. [SS]

Hargreaves' (1994) findings support this inquiry's findings:

Drawing on data collected among secondary school teachers, it shows how the modernistic secondary school system has balkanized its teachers into departmental cubbyholes. While this has created collaboration within departments, collaboration across subject boundaries has become severely restricted, creating pedagogical inconsistency, competitive territoriality and lack of opportunities for teachers to learn from and support each other (p. 18).

This information is of vital importance to administrators who might be overseeing school building renovations. While architects may have the training and skill to design buildings, this inquiry has shown that teachers, given the opportunity to discuss and reflect, have an understanding of what makes them well.

This information is also important because as change theory suggests (Bennis, 1986; Evans, 1996; Quinn, 1996; Fullan, 2001; Terry, 2001) one change almost always

impacts something else. The domino effect of change can be very powerful. The following quotes from three teachers, in two schools, show how the school renovations (physical environment changes) had even further consequences with regard to wellness in the schools.

And going through the renovations this year, they brought in a man from Vancouver and he was saying that 95% of schools have vending machines. Money seems to be the big thing. He designed the school with the White Spot, McDonalds and Dairy Queen in it. We don't want this! We have a healthy schools policy with the cafeteria. There's always two or three salads a day. But it is hard to compete with the vending machines. For the same price as a huge pop you can get a little sandwich. And the students are always hungry at the end of the day. [HH]

Then there's the vending machine – monstrous things to put in a school. This happened with the renovations. The kids who can least cope with sugar and caffeine just chug a lug. It's such a sour taste in my mouth because it is totally about money, nothing to do with wellness. In a twisted irony, the revenue from the pop machines goes to support the school teams! It's a paradox. The money goes to buying uniforms and we have a huge extra-curricular program here. I think a lot of us were asleep at the wheel when that issue went by. There's so many issues to attend to at a school and I dimly heard something about selling pop to kids and the next thing we knew, there were these two big shiny monsters. The kids are having the hardest time sitting still and the pops are so huge. I find it reprehensible that we would promote that. [MC]

We have a Comprehensive School Health program that is designed to keep the students healthy, but we don't have a wellness plan for our school. When the renovations happened and the vending machines came in, I started to think about wellness. But we still don't address those issues, we skirt around them. And you can't have healthy students if you don't have healthy teachers. That's totally my opinion. If the kids saw me everyday eating a bag of chips, they would think it's okay! [MC]

The spiral effect of school renovations became clear. A lack of connection and support between the major stakeholders in the school with regards to renovations resulted in teacher and student 'unwellness'. A win/win situation might have occurred had connection with and support of teachers (and students) been considered an important

element of the renovation plans. However, connection and support requires communication. Hanson (1997) says:

The difference between 'wanting' to communicate and 'needing' to communicate may seem insignificant but that small difference is the difference between 'being together' and being 'apart', or being 'whole' and being 'fragmented' (p. 20).

The lack of community, or connection with and support of one another then impedes the effectiveness of everyone involved in the school. The example of changes in the physical environment of the teachers' workplace showed what a rogue thread can do to the fabric of a school and the legacy it ended up leaving. Exploring teacher wellness resulted in this finding, a finding that has consequences for not just teacher wellness, but school wellness.

Three teachers who participated in this inquiry mentioned spirituality. Spirituality, though, was discussed only briefly and always in the context of connection and support. I had thought the spiritual dimension of Hettler's (1976,1979) Six Dimensions of Wellness model would be better represented. It was not. The lack of comments about a spiritual connection and teacher wellness might be considered to be an important finding. Hettler (1976, 1979) includes a spiritual dimension in his wellness model. O'Donnell (1992) does too. Russell, as described in Mullen, McDermott, Gold and Belcastro (1996) believed that the spiritual dimension united all other dimensions. It was not necessarily of a religious nature, but one that encompassed personal philosophy and values. Spirituality can be what "gives meaning and purpose to your life" (Mullen et al, 1996, p. 10). I can only muse over this finding. Are teachers hesitant to talk about spirit or spirituality? Do teachers not equate teaching and spirituality? Do the teachers use the terms connection and support in place of the term spirituality?

It is time to turn to the conceptual frameworks, once again, to determine how the teacher wellness themes, job satisfaction and connection and support link with each other.

The Conceptual Framework Connection

In analyzing the themes job satisfaction and connection and support, it became apparent that these themes linked with five of the wellness dimensions found in Hettler's (1976,1979) Six Dimensions of Wellness Model. They also belonged in all four frames of Bolman and Deal's (1997) Four Frame Model. When viewed within the wellness model and the organizational development model, one can begin to see the importance of these themes.

The theme job satisfaction could be placed in the Occupational Dimension of Hettler's (1976,1979) Six Dimensions of Wellness Model. Occupational wellness is related to one's attitude about work. Wellness in an occupation means that personal satisfaction will be realized. Work will be rewarding and meaningful. Contribution to others will be recognized. The teachers' comments revealed that they liked their jobs and that they were satisfied with their careers. All of the teachers participating in this inquiry experienced personal satisfaction in teaching.

The Social Dimension was also represented with the theme of connection and support. This dimension is about developing personal relationships and friendships. Connecting with and supporting others enriches communities. In this specific instance, it is a teaching community. I suggest that the personal interview data show that the participating teachers were a caring group. They appeared to be concerned for others and did much to make the work environment a pleasant and supportive place to be for

themselves, as well as their students. They contributed to their work environment in many more ways than just performing required job tasks.

The sub-themes of happiness, energy, and spirituality, fit into the Emotional, Physical, and Spiritual Dimensions respectively. I would place physical environment into the Social Dimension because of the link to the theme, connection and support.

The four frames in Bolman and Deal's (1997) model, Structural, Human Resource, Political and Symbolic were also well represented. Emergent themes of job satisfaction and connection and support can be placed in all four frames. Job satisfaction and connection and support were dependent on a strong Human Resource frame. This frame is the family frame, the place where the fit between organizations and people are aligned; where relationships are developed and nurtured; where individuals find meaning and purpose in their work (Bolman & Deal, 1997). The Symbolic frame was equally important for both these themes. This frame is about celebration, valuing others, ritual and magical moments. Interview data analysis showed clearly, the value the participating teachers placed on teaching and each other. There was also evidence of the effort the teachers made to applaud each other's successes.

Comments from the teachers who participated in this inquiry can be placed within the Structural frame too. The Structural frame represents the policies, rules and operating procedures that govern work conditions. These teachers said they were well when structures were in place and when they understood what was expected of them. Some of the teachers commented on the ever-changing structures of curriculum or the education system. The teachers' concern about school renovations provides a good example of the importance of this frame, both metaphorically and theoretically. When the actual

physical structures of their schools were changed, with what appeared to be little regard for the teachers' needs, teachers had nowhere to meet for lunch or informal gatherings. No place to meet resulted in less job satisfaction and less connection with and support for each other. This then, reduced the strength of the Human Resource and Symbolic frames.

The school renovation example linked to the Political frame. If the teachers had the opportunity to be involved in the physical restructuring of their workplace, they may have been able to prevent some of the political fall-out that occurred; that of cliques forming among teachers from specific departments or social groups and the beginning of "*staff unwellness*" [SS].

Summary

Both conceptual frameworks were helpful in guiding this inquiry. They provided a baseline of understanding and knowledge of wellness and organizations. This grounding, the adoption of hermeneutics as a methodology, with its emphasis on text as meaning, and the use of NVivo computer software, allowed me, the researcher, to code the personal interview data; identify topics, themes and issues; and bring together the data segments where these occurred. This in turn, allowed for analysis and discussion of the six emergent teacher wellness themes: holistic, finding balance, job-satisfaction, connection and support, sense of self, and self-responsibility and the sub-themes of physical environment, spiritual, energy and happiness.

The Strength of the Threads...

An overview of all the links or threads of the teacher wellness themes to the conceptual frameworks (models) are presented in Table 12 and Table 13. Some connections or threads were strong. These were the threads between the Social, Occupational and Spiritual dimensions of Hettler's (1976,1979) model, and the teacher wellness themes of connection and support, job satisfaction, sense of self and self-responsibility. Threads that were connected, but not as strong were the sub-themes of physical environment, spiritual, energy and happiness to the Social, Occupational, Spiritual and Emotional dimensions.

The table shows a missing thread too. Research findings did not show a connection to Hettler's model (1976,1979) and the Intellectual Dimension. Two teachers did make one reference each to the importance of life-long learning and further education in relation to wellness. However, after analysis of the personal interview transcriptions, the importance of intellectual stimulation to wellness did not warrant a theme of its own.

Table 12. Connecting threads between Hettler's (1976, 1979) Six Dimensions of Wellness and teacher wellness themes.

Hettler's Six Dimensions of Wellness	Teacher Wellness Themes
Social	Connection and Support (Physical Environment) (Spiritual)
Occupational	Job Satisfaction (Energy) (Happiness)
Spiritual	Sense of Self Self-Responsibility (Spiritual)
Physical	(Energy)
Intellectual	
Emotional	(Happiness)

————— Strong thread
 - - - - - Medium strength thread
 Weak thread

Table 13. Connections between Bolman and Deal's Four Frame Model and teacher wellness themes.

Four Frames - Bolman and Deal's (1997)				
	Structural Frame	Human Resource Frame	Political Frame	Symbolic Frame
Teacher Wellness Themes	Physical Environment	Job Satisfaction Energy Happiness Connection and Support Physical Environment Spiritual	Sense of Self Self-Responsibility	Happiness Energy Spirituality

A comparison of the teacher wellness themes to Bolman and Deal's (1997) Four Frame model also showed links between the themes and the frames. Links to all four frames were found. A strong link to the Human Resource Frame was evident in the teacher wellness themes of job satisfaction and connection and support. Another strong link was with the Political Frame through the themes of sense of self and self-responsibility. Not as strongly connected were the sub-themes of energy, happiness, physical environment, and spirituality to the Human Resource Frame. Three sub-themes, happiness, energy and spirituality, also connected to the Symbolic Frame. The sub-theme physical environment could also be linked with the Structural Frame.

Unlike the links to Hellter's model, where no evidence supported one dimension, there were threads to all four frames of Bolman and Deal's model.

A Teacher Wellness Model

Ardell (no date, http://www.seekwellness.com/wellness/wellness_models.htm), encourages people to develop more wellness models. Current research findings make it possible to suggest the following model (Figure 10).

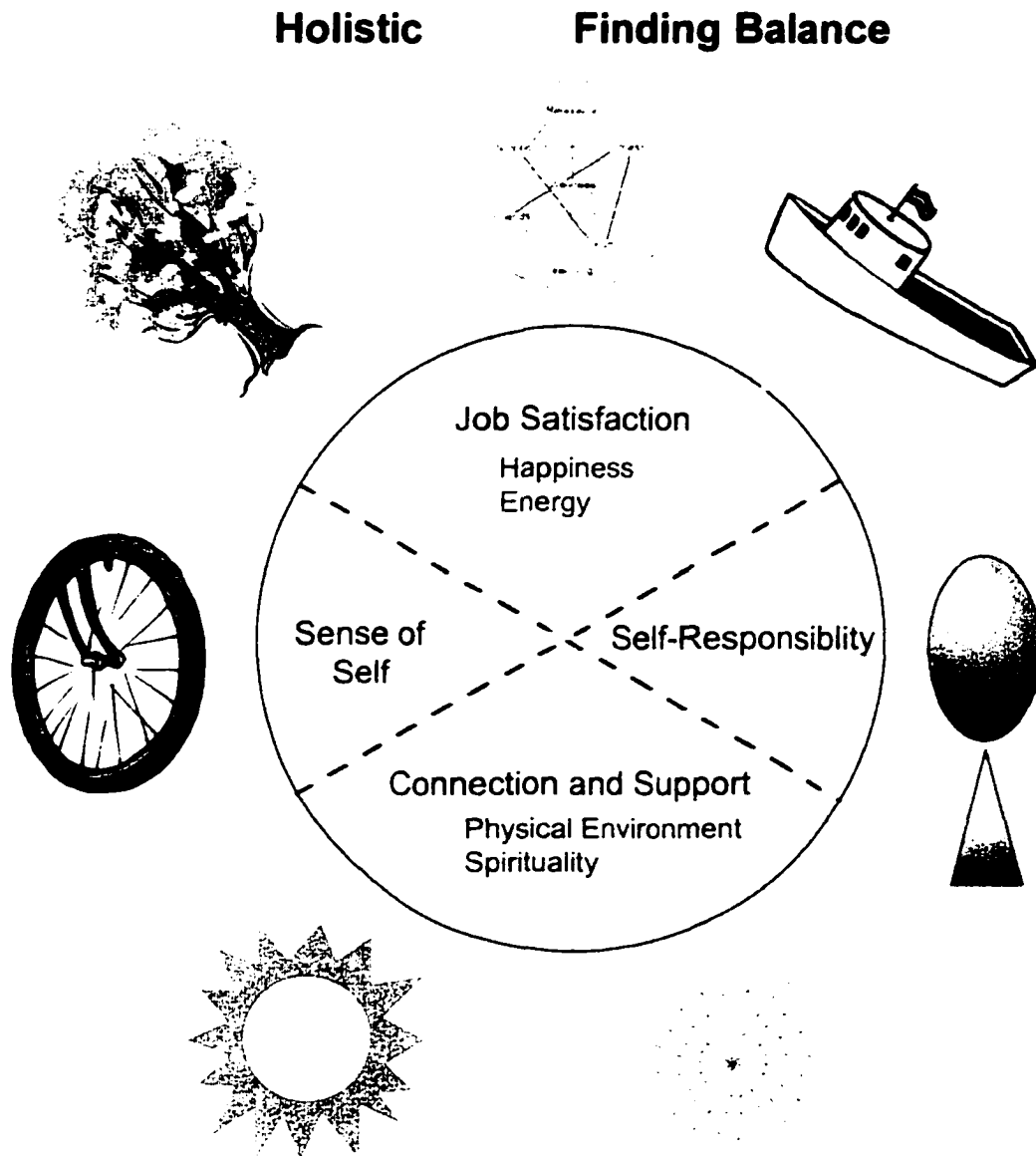


Figure 10. A Potential Teacher Wellness model.

From teacher wellness themes and teacher wellness metaphors.

The themes holistic and finding balance, point the way to embracing all four dimensions of teacher wellness (holistic). The segmented lines between the dimensions allow for each dimension to change size and shape as determined by the individual and their circumstance or situation.

The dimensions of a possible teacher wellness model might include: job satisfaction, with sub-themes of energy and happiness; connection and support, with sub-themes of physical environment and spirituality; sense of self; and self-responsibility. The themes of job-satisfaction and connection and support are represented as being somewhat more important than the themes sense of self and self-responsibility as illustrated by the size of each model segment. The size of each dimension in the model represents the strength of each theme as determined through the analysis of the personal interview data. The number of participating teachers commenting on a specific theme and the total number of quotes linked to the specific theme determined the strength of each theme. The numbers of lines per quote, per theme, were at first, taken into consideration as a way of weighting the importance of each theme, but the verbosity of some teachers and the parsimony of others did not allow for this method to be used as a valid method of measurement.

Visual representations of the metaphors used by participating teachers to describe wellness are placed around the model. They include: a sun, a bar graph; a boat, a spider web; a bicycle wheel; a circle metaphor combined with a mind map; a tree and an egg balanced on a point. They represent, in a unique way, the teacher wellness definitions.

This model is one contribution of this inquiry. A review of literature did not reveal any specific teacher wellness models. This model also differs somewhat from the

current wellness models (Travis, 1981, 1988; Ardell, 1977,1986, & 2002; Hettler, 1976,1979; O'Donnell, 1992). With regard to teacher wellness, the dimensions included in this model are those that are important to the teachers who participated in this inquiry.

This suggested teacher wellness model, depicted in Figure 10, might now become a starting point for further inquiry about teacher wellness. The following types of questions could be asked.

- Does this potential teacher wellness model represent teacher wellness for other teachers, not just those in the inquiry?
- How important are these specific wellness dimensions for teacher wellness?
- Why would some of the wellness dimensions, which are part of Hettler's model, such as the Physical dimension, not be found in the potential teacher wellness model? Is the Spiritual dimension of Hettler's model represented within the connection and support dimension of the teacher wellness model? Why is the Intellectual dimension not sustained at all?
- How does this potential teacher wellness model relate to other models of organizational development in education?

Teachers are continually trying to make sense of their world. Many teachers struggle to find their place in a system that is ever changing. They are asked to build relationships with their administrators, colleagues, students, parents, Ministry of Education government officials and the public at large. They are asked to educate young people. They are expected to be 'well'.

The construction of a potential teacher wellness model intended to show a new respect for teachers' voices with regard to teacher wellness. This model represents the thoughts of eleven teachers' about teacher wellness. Teachers' words and work are at the heart of this model. The model attempts to capture teacher wellness as a legitimate aspect of teachers' lives.

Section II

Analysis and Discussion of the Questionnaire Data

A number of findings were derived from the questionnaires sent out to the School District Superintendents (n=44), and the Local Presidents of Teachers' Unions and Associations (n=55). Analysis and discussion of the questionnaire data will include comments regarding the return rate of the questionnaires and the types of teacher wellness programs and services available to teachers in British Columbia.

However, the emphasis of the analysis and discussion, in this section will be on the connection of the School Districts' Employee Assistant Programs (EAPs) and Employee and Family Assistance Programs (EFAPs) to teacher wellness. The information collected from the questionnaires in this regard proved to be both voluminous and important.

This section will conclude with a short discussion about the very few formalized teacher wellness programs reported in the questionnaires.

Return rate of Questionnaires

A decision to send out questionnaires to the School District Superintendents and Local Presidents of Teachers' Unions and Associations requesting information about teacher wellness programs and services was made for the following reasons:

- 1) No comprehensive survey requesting information about teacher wellness programs and services in British Columbia had ever been administered.
- 2) Although the British Columbia Teachers' Federation (BCTF) has a Wellness Division within their Professional Development section, little information about teacher wellness programs and services offered within School Districts in British Columbia was available.
- 3) Teachers, who attended a number of Professional Development Day (Pro-D Day) workshops that I, the researcher, presented throughout Vancouver Island and the Lower Mainland of British Columbia (during 1997-1999), appeared to have little knowledge of what wellness programs and services were available in their specific School Districts.
- 4) Due to financial and time restraints within the research time-line, it was not possible to conduct personal interviews with the Superintendents and Local Presidents.
- 5) I, the researcher, believed it was important to gather this information in order to pursue the central questions of this inquiry.

Cates (1985) says, "The major *advantage* of using a questionnaire is that, if properly prepared, it can offer a reliably consistent presentation of items. The major *disadvantages* are that the respondent must be able and willing to read it. ..." (p. 97). Thomas and Nelson (1985) say, "This should not come as a big shock, but it is unlikely that you will get 100% return on the initial mailing", and that "A follow-up letter is nearly always needed..." (p. 195). He also says, "This [mailing of the follow-up letter and questionnaire] is expensive, of course" (p. 195).

All of the above proved to be true in this inquiry. Data collected from the questionnaires were consistent in the presentation of items. Some respondents did mention that they had difficulty in completing the questionnaire because they were "... *not sure if they* [the programs and services they listed] *are* [were] *really wellness programs*" [055]. One hundred percent return of the questionnaires could not be achieved. A follow-up letter was necessary to increase the return rate of the questionnaires and the process was expensive. However, the benefits far outweighed the costs, both in time and money when the data, collected from the questionnaires, were taken into consideration.

The return rate of questionnaires was 73% for School District Superintendents, and 68.7% for Local Presidents of Teachers' Unions and Associations. This is considered to be high. "Many researchers consider a 60 percent response rate as the minimum acceptable" (Cates, 1985, p. 97). Schaefer (2001wlc04) reports that the Spring 2001 BCTF Worklife of Teachers survey mailed to a random sample of 1,500 teachers had a return rate of 43%. Data from this survey was used to prepare a number of BCTF Research Reports.

Compared to these statistics, it is felt that the response rate was not only acceptable, but representative of the population surveyed.

Comments included on the questionnaires, suggested that many of the Superintendents and Local Presidents of Teachers' Unions and Associations, did not mind the extra workload that completing the questionnaire entailed. They believed the data might be helpful. In addition to similar comments recorded in Chapter Four, Findings, the following comment provides evidence that the data might be helpful.

I am looking forward to learn about your results. Wellness for teachers has been replaced with the crisis of education funding and declining enrolment in xxxx, B.C. [003] – Local President

It may be that it is in the best interest of Superintendents and Local Presidents to learn more about teacher wellness so they can better support their employees and members. It would be interesting to find out if the Superintendents and Local Presidents who returned the questionnaires were personally interested in wellness. The data collected do not indicate this.

Teacher Wellness Programs and Services in British Columbia School Districts

The types of teacher wellness programs and services (Table 7, Chapter Four, Findings) can be classified in six categories: 1) EAPs or EFAPs, 2) British Columbia Teachers' Federation (BCTF) Rehabilitation, 3) Professional Development programs, 4) Health and wellness programs and services, 5) Social programs, and 6) Physical activity programs. A discussion of the most reported program, the Employee Assistance Program or the Employee and Family Assistance Program (EAP, EFAP) will be presented separately. A brief discussion of the remaining five categories will be presented first.

The BCTF Rehabilitation program, begun as a pilot project in 1993, is now available to teachers throughout the province. This program, through early and effective intervention, assists teachers in their recovery from short and long-term disability leaves in order to facilitate a safe, timely and durable return to work. Teachers are provided with rehabilitation and vocational counseling, enhanced economic and social security during their disability and support services to the teacher's family. There are referral criteria in place. Referrals may be made by Local Presidents, the School District or by the teachers themselves. This program is funded through the BCTF Salary Indemnity Plan (BCTF, June 2000).

It is interesting to note that 25% of Superintendents and 44% of Local Presidents reported that the BCTF Rehabilitation program was a teacher wellness program. First, this program is only available to teachers who have been absent from work for certain periods of time or to teachers who have a reduced teaching assignment due to disability. The brochure, which outlines the services this program offers, does not mention any preventative services that might be considered to be wellness related as described by the many wellness experts in the review of the literature chapter. Comments from Superintendents and Local Presidents support this observation:

We participate in the BCTF Rehabilitation – return to work program. While it does not focus on wellness, it does provide service for individual teachers. [054]
– Superintendent

The BCTF Rehab program has been very effective when teachers have disabilities. Our consultant is fabulous. But it isn't considered a wellness program or service. [060] – Local President

There appears to be some confusion about this program too. Other Superintendents and Local Presidents were not sure if the BCTF Rehabilitation program could be considered a wellness program.

BCTF Rehabilitation / Return to work program, but I am not sure if our teachers consider this a wellness program. [014] – Superintendent

I do know that the support provided by the BCTF's Rehab program, which enables teachers in stress related crisis to step aside from their jobs and still have an income, has been used in my local and much appreciated. But I'm not sure if this is really considered a wellness program. [073] – Local President

Why would Superintendents and Local Presidents list the BCTF Rehabilitation program as one of their main teacher wellness programs, if, as is stated above, they are unsure that this type of program is a wellness program?

There could be a number of reasons: 1) Wellness or teacher wellness has not been defined clearly in the education system, 2) The absence of a clear definition of wellness might have prompted Superintendents and Local Presidents to include programs and services offered for teachers were not wellness oriented, but were the only programs offered and 3) Wellness activities are understood to be something that one participates in after an illness or disability has occurred, not activities that might prevent the illness or disability.

Follow-up questionnaires and personal interviews with the Superintendents and Local Presidents who provided these responses might help clarify the reasons why they responded as they did. Correspondence with the BCTF Rehabilitation Referral Coordinator and the BCTF Rehabilitation Manager with regard to this program and its link with teacher wellness might also shed some light on this question.

The next category, professional development programs, included a varied list. Wellness workshops, Covey workshops, harassment training and teacher mentoring programs were just some of the offerings.

The last three categories - health and wellness programs and services, social programs and physical activity programs, included flu shots, smoking cessation programs, and a hepatitis B program, gatherings, staff 'soup days', a United Way fun event, hockey, weight training aerobic classes and school-based sports and recreation leagues.

This was an important finding. The data do not indicate exactly how many of these programs and services are available in each district, but they do indicate that there are teacher wellness programs and services available for teachers in British Columbia. To the knowledge of this researcher, this is the first comprehensive list of such programs. The data also show that activities vary from district to district. This information could be of value for administrators, Local Presidents, teachers and the BCTF staff who might be planning to implement formal teacher wellness programs or initiatives.

Analysis of the questionnaire data also provided another finding about teacher wellness in British Columbia. Responses from the Superintendents and Local Presidents indicated that neither the funding nor the organization of what was reported as teacher wellness programs is consistent across School Districts.

Comments from Superintendents include these statements:

The District supports individual Pro-D Day monies for teachers. [056]

While there are lots of school-based opportunities e.g. Recreational, the district does not formally support or resource any wellness activities other than the range of services provided by the contractor for the EAP. [039]

The Wellness Committee, which consists of representatives from the Board and the Teachers' Association, fund jointly, a wellness week and cookies that are delivered to worksites, which are perceived under stress. This committee draws strength from having all employee groups involved, not just teachers. The idea is to have employee groups mix with each other rather than have each group sponsor activities, which exclude other groups. [044]

Local Presidents of Teachers' Associations and Unions reported:

Flu shots are provided yearly and are a shared cost between the union and the district. [010]

There is a district mentorship committee and money available to help. This is a 50/50 financing arrangement between the union and the board. [[038]

BCTF Rehab is funded by the BCTF and with specific support from the School District based on a specific teachers disability. [060]

A portion of member's dues supplements our district Professional Development Fund. [075]

This finding was a surprise, to me, the researcher. It had been assumed that provincial bargaining for teachers' contracts, which has ensured equal pay for equal work for teachers in British Columbia, would also include 'equal' opportunity for other programs and services available for teachers. Data collected do not indicate whether Superintendents and Local Presidents of Teachers' Unions and Associations are aware of the discrepancies between districts in this regard.

EAPs and EFAPs

Stern (1988) said, "EAPs have been a growth industry during the past decade" (p. 7). This could be why Superintendents (90%) and Local Presidents of Teachers' Unions and Associations (87%) frequently listed Employee Assistance Programs (EAPs) and Employee and Family Assistance Programs (EFAPs) as the top teacher wellness program in their School Districts. This finding is an important one. Just as the BCTF

Rehabilitation Program focuses on assisting teachers returning to work after a short or long-term leave of absence, EAPs and EFAPs have been traditionally used to support teachers who are dealing with a personal or professional crisis, that may include physical health or emotional problems. They typically have not offered preventative health and wellness programs (McClellan & Miller, 1988; Straussner, 1988, McIniss, 1997).

Because of the frequency of responses from the Superintendents and Local Presidents about EAPs and EFAPs, it was necessary to do a limited review of literature about these types of programs. The purpose of employee assistance programs has been changing. Initially, EAPs were introduced as a way of improving an employee's productivity. Today, they are often described as an employer or employee benefit. McClellan and Miller (1988) studied the purpose and practices of EAPs. The most commonly cited purpose of the EAPs was to improve employee productivity (87%), followed by a reduction of health risks (74.1%). Other purposes were containing health care costs (69.5%), reduction of safety risks (68.7%), resolving management problems (67.9%), promoting wellness (61.8%), and limiting employer liability (31.3%). The majority of respondents listed eight or more purposes. The mean number of reported purposes was 4.9.

The findings of this inquiry support McClellan's and Miller's (1988) findings. Analysis of the questionnaire data gathered for this inquiry showed that the emphasis of most of the EAPs and EFAPs was counseling.

Superintendents report:

EAP offers psychological services of a broad nature for teachers on sick leave or long-term disability. [022]

EAFP includes counseling services for teachers on stress leave. [033]

The Local Presidents provided similar comments:

Our EAP provides counseling services (limited), and some legal services (limited), for teachers on sick leave. [005]

EFAP offers counseling in the event of problems which impact on the working environment. [007]

EFAP provides confidential, professional assistance in addressing personal problems of employees or their family members such as marital/relationship conflict, parent-child conflict, psychological concerns such as stress, depression, financial and legal concerns. [036].

We have an Employee Assistance Program Plan that provides counseling services to teachers when needed. We do not specifically have a wellness program. [042]

The same observation made about the BCTF Rehabilitation program could be made here. Superintendents and Local Presidents list their EAPs or EFAPs as the top teacher wellness program, although program offerings appear not to include preventative wellness programs and services. And, while most EAPs do offer counseling as part of their service, Gallupe (1996) reported that when teachers in the Greater Victoria School District were surveyed and asked what they would like to do in the next year to improve their health and well-being, the number one response was to be more physically active and the number six response was to learn more about wellness programs and services. Access to counseling was the twenty-sixth response.

Further analysis of the questionnaire data provided more observations. It would appear that funding for EAPs and EFAPs varies among School Districts. In some districts, funding came from the School Board. In other districts, funding was a joint initiative between the School District and the Teachers' Associations or Unions, or paid partially by individual teachers.

Comments about funding are presented in Table 14.

Table 14. Funding arrangements for EAPs and EFAPs in British Columbia School Districts as reported by Superintendents and Local Presidents.

Superintendents' Comments
<p><i>Employee Assistance Program is available for all employees funded by the District. [018]</i></p> <p><i>Our Board, in conjunction with the Local Teachers' Association (and CUPE and excluded staff) initiated an Employee and Family Assistance Program which is jointly funded to respond to stress brought about by the mill closure and declining enrollment. [055] – Superintendent</i></p> <p><i>Our EFAP is paid for ½ by School District and & ½ by individual teachers. [046]</i></p> <p><i>We have an Employee and Family Assistance Program that is paid for by the School District and each employee pays \$15.00. [002]</i></p>
Local Presidents' of Teachers' Unions and Associations Comments
<p><i>The Board offers an Employee and Family Assistance Program at a cost of \$2.00 per month per employee. Participation is strictly voluntary. [004] – Local President</i></p> <p><i>There is an Employee and Family Assistance Program and the cost is shared by the board and teachers. It is a 'crisis' counseling program which allows, generally, for up to 2 visits with a counselor. More visits must be negotiated. [041] – Local President</i></p> <p><i>We pay half of the fee [Teachers' Union] because we don't want the EFAP to be used as a disciplinary action. [050]</i></p> <p><i>EAP services do not always include psychological counseling 'at no cost'. A number of teachers here are paying over \$100.00 per hour for psychological services. [060]</i></p> <p><i>The xxx Teacher's Association pays \$6800 / year towards the EAP. [053]</i></p> <p><i>Individuals support the EAP through a monthly payroll deduction of about \$3.00 per month. [041]</i></p>

Comments in Table 14 illustrate the value of the Political Frame in Bolman and Deal's (1997) organizational model. These authors said, "It makes little sense to plunge into a minefield without knowing where the explosives are buried..." (Bolman & Deal, 1997, p. 181). Mapping the political frame of these findings would help to determine "how much clout each player is likely to exercise" (p. 182) and "what does each player want?" (p.182) should the inconsistencies of the funding EAPs be addressed. This would be especially important if wellness programs and services were to be part of EAP's offerings.

Working Together

Data from the questionnaires do indicate that in some School Districts Superintendents and Local Presidents of Teachers' Unions and Associations work together to support teacher wellness (Table 15). How strong the thread or connection between the two separate groups is, can only be surmised with the data collected in this inquiry. The comments included on the questionnaires represent the opinions and knowledge of the respondents. However, careful analysis of these comments illuminated "particular patterns of meaning", which Leonard (1994) said becomes identifiable in the hermeneutic circle. The following quotes, from five Superintendents and one Local President of a Teachers' Association illustrate this connection.

Table 15. Comments on Joint Teacher Wellness Initiatives as reported by Superintendents and Local Presidents.

Comments – Superintendents – Joint Teacher Wellness Initiatives
<p><i>We have an EFAP in our School District that has been in place for years. The 'basic' counseling services are provided through the assessment and resource services. The School District's EFAP committee, which includes teacher representatives and Board members, has been working on wellness initiatives for the last three years or so. We have offered activities like stress reduction through meditation and are currently working together on offering a heart health cooking program. Last year we had a walking program. [046]</i></p>
<p><i>The wellness committee is for all employee groups – teachers/ CUPE support staff) AO's [Administrative Officers], and senior administration. The group as a whole, decided that the budget for wellness should come from each group putting in a certain dollar amount.</i></p>
<p><i>We have a district wellness committee which includes all employee groups, and includes wellness representatives from each work site, provides training for wellness reps, organizes district wide wellness activities, promotes school based or site based activities. The committee also conducted a wellness survey for all employees in 1993 and again in 1999 of all employees. We included it here for you. Any more questions, be sure to call us.</i></p>
<p><i>We formed a wellness committee with the Teachers' Union. We decided systematically to offer two programs – Covey's 7 Habits of Highly Effective People and Cognitive Coaching. [035]</i></p>
<p><i>District wellness initiatives are offered to all levels of the organization regardless of position or title. We work with our Teacher's Union. Programs include Corporate Fitness, school based sports/activities and the EFAP. [020]</i></p>
<p>Comment - Local President of a Teachers' Association - Joint Teacher Wellness Initiative</p>
<p><i>A District Wellness program that was teacher initiated began approximately 10 years ago with AO's, District Administration, exempt staff, CUPE and teachers. Presently this is jointly funded by the Association and Board. [024]</i></p>

If the quotes are read carefully, key words or phrases surface and a possible pattern of meaning emerges which links the quotes to many of the wellness definitions described in the Review of Literature, Chapter Two. There is an essence of togetherness, wholeness, cooperation, connection and support for each other.

- *...includes teacher representatives and Board members...*
- *... working together...*
- *The wellness committee is for all employee groups...*
- *The group as a whole, decided...*
- *We have a district wellness committee which includes all employee groups, and includes wellness representatives from each work site...*
- *The committee also conducted a wellness survey for all employees...*
- *We formed a wellness committee with the Teachers' Union.*
- *District wellness initiatives are offered to all levels of the organization regardless of position or title.*
- *We work with our Teacher's Union.*
- *...teacher initiated...with AO's, District Administration, exempt staff, CUPE and teachers.*
- *Presently this is jointly funded by the Association and Board.*

Data suggest that there are some successful teacher wellness programs in place in British Columbia. From the questionnaire data there was no way of determining how strong or successful these joint initiatives were. However, the data did allow the possibility that shared teacher wellness initiatives can bind groups together and enhance personal and professional well-being of all group members.

One of the assumptions of the Human Resource Frame in Bolman and Deal's (1997) model is that people and organizations need each other. Another assumption is that when the fit between individuals and organizations is a good one, individuals and organizations succeed (Bolman and Deal, 1997). School Districts promoting joint teacher wellness initiatives reflect the "Human Resource Philosophy" (Bolman and Deal, 1997, p. 122).

These findings might also be linked to the Symbolic Frame which:

...is both a search for the spirit within and the creation of a community of believers united by shared faith and shared culture. Peak performance emerges as a team discovers its soul (Bolman and Deal, 1997, p. 262).

Section III

The Intersection of the Overlapping Threads

This section will look at the intersection of the overlapping threads of this inquiry. As suggested in my poem 'A Work In Progress': "*There are essential threads, but there is no accidental thread – instead of identical threads there are similarities – you don't just get another thread – you get a cascade*". It was the use of both qualitative and quantitative research methodologies and the adoption of two conceptual frameworks used to guide the inquiry that created a cascade of threads that overlapped and strengthened the research. As analysis and discussion of the data was done, similar threads started to intertwine and examples of overlapping fibres made their appearance. There is "*not just one thread that holds everything together*". Two illustrative threads, which connect questionnaire data with personal interview data will be described.

Teacher Wellness Programs are Alive and Well

After first interviewing eleven teachers from three different School Districts in the Greater Victoria area, I was beginning to be convinced that there were few teacher wellness programs and services in existence. One teacher described a walking and running club and a healthy schools cafeteria. Another teacher mentioned the beginnings of a wellness committee. One other teacher said staff at her school were reading a wellness newsletter, belonged to a book club and were going to a local recreation centre for swimming. Most teachers, however, stated that there were no formalized wellness programs or services offered for teachers in their respective School Districts, nor was anything available at their schools.

After the first interview transcriptions were complete and analysis of the transcriptions begun, a new understanding of what might be considered a teacher wellness program emerged. It was the hermeneutic process – the movement of entering ‘into’ the transcriptions and out to the research and ‘into’ the transcriptions again that assisted in this new understanding.

As I came to know the first interview transcriptions intimately, the teachers’ voices became clearer. They also became stronger. Teacher wellness themes emerged. Then the link between the theme connection and support to teacher wellness programs became evident. This link or thread helped me reflect on what was meant by ‘formalized’ teacher wellness programs. My forestructure or preliminary understanding of wellness programs was a formalized program format, offered by someone for someone or for groups of people. Wellness programs (to me) meant fitness, nutrition, and stress management programs that were scheduled at certain times of the day or week, offered over a period of time.

It was at this point in the research time-line, that questionnaires were beginning to be returned from Superintendents and Local Presidents of Teachers’ Unions and Associations. As stated in the Findings, Chapter Four, questionnaire data indicated that 80% of Superintendents and 74.5% of Local Presidents believed that wellness programs and services were offered specifically for teachers in their respective School Districts. A long list of programs and services was generated from the data. The programs and services included EAP and EFAPs, BCTF Rehabilitation, flu shots, teacher mentoring hepatitis B programs and more (Table 7 and Table 8). It was also at this point in the research time-line I became aware that dissonance would be part of this inquiry.

At a second interview with the participating teachers where emergent teacher wellness themes were discussed and examples of how teachers connected and supported each other in their schools were reflected upon (Table 11), the threads of inquiry began to strengthen. It became apparent to both the teachers and myself, that there were indeed, a number of teacher wellness programs and services in place in some schools and in some School Districts in British Columbia.

Weekly goody days, beginning of the year get-togethers, participation in special events, assemblies and personal gift giving became to be categorized as teacher wellness programs or initiatives. Additional questionnaires were being returned which included similar data. Superintendents and Local Presidents listed School District socials, monthly wellness newsletters and United Way Fun Events as teacher wellness programs.

Herein was the strength of collecting the data for this inquiry. Had I only interviewed the teachers and analyzed their taped transcriptions, I might have come to the conclusion that there were no teacher wellness programs available for them in their schools or School Districts. I am not sure if I would have attended to the 'text as meaning' as carefully as I did after I began to analyze the questionnaire data.

The questionnaires were designed to elicit responses from two other major stakeholders in the education system – the Superintendents and the Local Presidents of Teachers' Unions and Associations. A combination of scaled item questions (quantitative data) and an open form question (qualitative data) allowed for varied responses from these two groups. One quote from a Local President was especially meaningful in this regard: *"The informal teacher-to-teacher interaction is the most powerful support system for teachers"*. [060] – Local President

The teachers and I learned about teacher wellness programs and services throughout British Columbia from the questionnaire data. This knowledge helped us to reflect on the interview data and discover that teacher wellness was alive and somewhat well, in their schools and their School Districts. It also began a dialogue between teachers in at least two schools in the Greater Victoria School District, where teacher wellness has started to grow and develop and the definition of teacher wellness has broadened and deepened.

These findings are important. Superintendents and Local Presidents of Teachers' Unions and Associations might benefit from the knowledge that a particular group of teachers did not believe teacher wellness was "*even on the radar screen*" [MC] in certain school districts. This comment was from a teacher whose Superintendent and Local President both indicated that wellness programs and services were available in this particular district.

What About the EAPs?

Quotes from the teacher interview transcriptions with regard to knowledge and understanding about EAPs or EFAPs have already been shared in Chapter Four, Findings and in this chapter. The quotes indicated that this particular group of teachers knew very little about the EAP or EFAP in their School District. Not one teacher acknowledged using the programs or services provided to teachers through these programs. Ten out of the eleven teachers made comments that led me to believe they would not use the programs or services even if they knew how to access them. One teacher looked into her district's EAP and adamantly said that using the program would "*not be an easy thing to*

do” [MC]. Another, saw the EAP as an “*after the fact program*” [SS]. Yet, it was the combination of both the personal interview data and the data collected from the questionnaires that generated some interesting and important findings with regard to teacher wellness and EAPs.

The questionnaires provided conflicting data. It has been stated in this chapter that both the Superintendents and the Local Presidents listed their EAP or EFAP as the top teacher wellness program. Although the voices from the Superintendents and Local Presidents were saying the same thing, the teachers were saying something different. This is another example of dissonance in this inquiry. Different groups of stakeholders viewed teacher wellness in very different ways.

The dissonance continued as the questionnaires were analyzed. Given the opportunity to comment on teacher wellness programs and services in their School Districts, some Superintendents and Local Presidents said this about their EAPs:

We (the district) did financially contribute to an EAP but we found that our employees did not access this service. [052] - Superintendent

We have had free smoking cessation programs for teachers and some fitness programs that were supported by the District, but over the years we have found that the interest of the teachers in the EAP was not very great. [018] – Superintendent

EFAP – I don't have any idea how effective it is in our District. [038] – Local President

As part of our Employee Assistance Plan, some wellness workshops will probably be available next year. This is a result of teachers underutilizing the counseling services offered by the plan. [075] – Local President

This is a key finding about a very complex issue. If School Districts, Local Teachers' Unions and Associations, and teachers are funding EAPs and EFAP's, but not

utilizing their programs and services, the effectiveness of these programs may need to be studied. Possibly a request by Superintendents, Local Presidents and teachers to EAP providers to expand on program offerings might be necessary.

EAP and EFAP providers might also be asked to market their programs and services as assistance programs, not wellness programs. This might allow wellness service providers to enter into the education system and allow greater growth and flexibility in teacher wellness programming within School Districts.

Stern (1988), cautioned those who might hire EAP providers. He stated:

Occupational social welfare can become a permanent part of the social landscape, but only in cooperation and partnership with an expanding commitment to public and voluntary social welfare. The current situation of private growth and public decline is insupportable in the long run. Unfortunately, there is scant evidence that current EAP practitioners appreciate their current choice. More often than not, EAP professionals appear to adopt the management goals – profitability, cost containment, and efficiency -as their own. Rather than extending their practice to examine the organization and social origins of worker’s problems, they are more likely to use their expertise to individualize and medicalize dysfunction (Stern, 1988, p. 21).

This inquiry did not set out to study EAPs and EFAPs. However, the data collected through qualitative and quantitative methods has provided this researcher with some surprises and the challenge of acting on the findings in the future.

Summary

This concludes Chapter Five, Analysis and Discussion. Qualitative personal interview data were analyzed and discussed and emergent teacher wellness themes – wellness as holistic, finding balance, sense of self, self-responsibility, job satisfaction with sub-themes, energy and happiness, and connection and support with sub-themes

physical environment and spiritual were shared. A teacher wellness model was also introduced.

Questionnaire data from Superintendents and Local Presidents of Teachers' Unions and Associations were discussed and a number of key findings were commented on. Comments included: 1) evidence of the types of teacher wellness programs and services available to teachers throughout British Columbia, 2) evidence of conflicting opinions of some of the Superintendents and Local Presidents with regard to teacher wellness; and 3) evidence of joint teacher wellness initiatives supported by both Superintendents and Local Teacher's Unions and Associations, that exist in British Columbia. The chapter concludes with a discussion about the overlapping threads of the two research methodologies.

The next chapter shares some concluding thoughts and recommendations that emerged from the inquiry.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

This inquiry set out to build upon and move beyond the teacher stress literature and investigate what makes teachers well. This was done by exploring how teachers defined wellness, by discovering how teachers planned for their personal well-being and by determining what wellness programs and services were currently in place for teachers in School Districts throughout British Columbia.

This chapter is presented in two sections. Key findings and some conclusions about teacher wellness are offered in the first section. The second section has recommendations for future research based on some issues arising from the inquiry.

Section I

Key Findings and Conclusions

Key findings will be presented and concluding comments will follow each finding. Conclusions are based on this researcher's interpretation of the findings.

1. Lack of Teacher Wellness Literature

The Review of Literature for this inquiry revealed that there was much research on Teacher Stress and little research on Teacher Wellness. The findings of this inquiry suggest that Teacher Wellness is an important area of study. Teacher Wellness research can help to shift the imbalance of the literature that continues to report what makes teachers stressed. This inquiry encourages movement toward research that informs educators about what makes teachers well. In this regard, the inquiry is an important addition to the current teacher wellness literature. It is also important because issues raised by this inquiry encourage further teacher wellness research.

2. Lack of Teacher Wellness Education

The Review of Literature and personal interviews with teachers indicated that there are no wellness or health education courses designed specifically for pre-service teachers or included in Teacher Preparation curriculum at universities in British Columbia. Learning about self-care may be an important area of study for teachers as they prepare for a career in teaching. Teachers who learn how to teach specific subject matter, might also benefit from courses designed to educate them on how to be well.

3. Emergence of Teacher Wellness themes, metaphors and senses of a well school

Analysis of the qualitative personal interview data resulted in the emergence of six teacher wellness themes: holistic, finding balance, sense of self, self-responsibility, job satisfaction, with sub-themes of energy and happiness and connection and support with sub-themes physical environment and spiritual. Metaphors for teacher wellness were also found. Participating teachers also described their schools through the 'senses'.

The themes, metaphors and 'senses of a well school' provide an illuminating insight into teacher wellness at an individual level. They represent how individuals in this particular group of teachers perceived wellness. These perceptions might be helpful to other teachers, who want to explore the concept of teacher wellness. They offer ideas and encourage teachers to think, expand, and build upon the teacher wellness themes, metaphors and senses that emerged from this inquiry.

4. Construction of a potential Teacher Wellness model.

A potential or possible teacher wellness model was derived from the findings of this inquiry, however, this model represents the perceptions of the participating teachers only. Models are effective for the study of human wellness. The potential teacher wellness model differed somewhat from the current wellness models described in the Review of Literature. There may be a particular need for a specific model useful for research on teacher wellness. A teacher wellness model might invite teachers to embrace wellness as part of their personal and professional lives. It may be used to engender a reflection on what wellness

dimensions are important for teachers and their wellness. The findings of this study might encourage the development of more teacher wellness models by teachers.

5. Specific activities make some teachers well

An important finding of this inquiry was that the act of teaching made this group of teachers well. These teachers enjoyed teaching. They were satisfied with their jobs. Teaching was also linked to their sense-of self. Meaning and purpose was linked to teaching. While the work teaching entailed was described as demanding and sometimes stressful, this particular group of teachers also found that teaching increased their energy levels and made them happy.

It would appear from the findings of this inquiry that teaching has positive aspects to it. For this group of teachers, choosing teaching as a profession was the right decision. These findings are encouraging for both pre-service teachers and individuals attempting to decide if teaching is a career they should pursue. The volume of teacher stress literature tips the balance in a negative way. This inquiry tips the research in a positive direction. Teaching can enhance well-being for some individuals.

Connecting with and supporting colleagues also enhanced this group of teachers' wellness. The teachers designed and developed numerous informal and formal methods and programs to connect with and support each other within their school setting. Sharing the research findings with the teachers allowed for a celebration of this connection and support. This finding may only relate to the participating teachers in this inquiry. However this finding encourages further

research about the importance of connection and support with regard to teacher wellness. Finding ways to validate teachers' efforts in this regard will also be important.

6. There are teacher wellness programs in British Columbia

This inquiry found that there were teacher wellness programs and services available in School Districts throughout British Columbia. They varied across School Districts, as did their numbers and funding. This comprehensive list of teacher wellness programs and services available to teachers in School Districts throughout British Columbia was not available, to this researcher's knowledge, from any one source prior to this inquiry. Moreover, the teachers interviewed for this inquiry were not aware of the programs and services apparently offered in their respective School Districts as reported by the Superintendents and Presidents.

The lack of knowledge about teacher wellness programs and services might have prevented the teachers, who were interviewed for this inquiry, from participating in these teacher wellness offerings. This lack of knowledge and ensuing lack of participation in these programs and services might have also prevented growth in the number and scope of teacher wellness programs and services within certain School Districts.

7. EAPs and the BCTF Rehabilitation program are wellness programs – or are they?

Another important finding was that Superintendents and Local Presidents cited EAPs and EFAPs as the top teacher wellness program in B.C. The BCTF Rehabilitation program was the second most cited program. However, conflicting

data emerged from the questionnaires sent to the Superintendents, the Presidents of the Teachers' Unions and Associations and from the personal teacher interviews.

First, although these programs were listed as the top wellness programs, many Superintendents and Presidents, who listed them as wellness programs, qualified their answers by indicating, with personal comments, that they did not think they were really wellness programs.

Secondly, participating teachers indicated that they were either not aware of their EAP or EFAP, did not use the program, did not know how to access the programs and services provided by the EAP provider or would find it difficult to do so.

There is apparent slippage between what exists in the way of teacher wellness programs and what programs the teachers do and do not use. There is also apparent confusion as to what might or should be called a wellness program and what should not. This confusion might have prevented participating teachers from accessing their EAP or EFAP or the BCTF Rehabilitation program.

This confusion might have had a larger effect on teachers than just the individuals who participated in the inquiry. Teachers from across the province may not be accessing the services of their EAP or the BCTF Rehabilitation programs because they are not familiar with the program offerings. Or, they may have accessed them only to be disappointed because these programs have been designed for teachers who are attempting to return to work after a crisis or injury.

Typically, the offerings of these programs do not emphasize preventative wellness programs.

8. There is concern for Teacher Wellness

The findings of the inquiry show that there is a genuine concern about teacher wellness by some Superintendents and Local Presidents, as well as concern for administrator wellness. Findings also indicate that there are individual Superintendents, Local Presidents and teachers forwarding the concept of teacher wellness, but there is no formal mechanism in place to address the issue of teacher wellness in British Columbia.

The conclusion surmised by these findings is that there does not appear to be leadership for teacher wellness except a few Superintendents, Local Presidents and individual teachers. This lack of leadership then precludes a formal mechanism being put in place to support Teacher Wellness. It also precludes the development of a funding base to support Teacher Wellness initiatives and programs. The question that needs answering is “Who should be championing the cause of Teacher Wellness?”

9. Combining research methodology has been beneficial for this Teacher Wellness inquiry.

Qualitative research methods yielded rich insights into teacher wellness through in-depth personal interviews with teachers. At the same time, questionnaire research data provided a breadth of unique information on actual teacher wellness programs available to teachers throughout British Columbia.

Both methodologies were helpful and useful in understanding teacher wellness. Teachers exist within a complex organizational system. Their individual wellness behaviour is clearly linked to an organizational context. To embrace Teacher Wellness we need to align these realities. Both research methodologies strengthened the inquiry – they were the threads that created the cascade.

10. Limitations of the inquiry

No claim of generalizability can be made about this inquiry. There are certain limitations of the inquiry. First, in-depth interviews were done with eleven teachers. The participants were self-selected. They also described themselves as well for the most part. They expressed a desire to explore Teacher Wellness and were willing to commit personal time to participate in in-depth interviews and review of interview transcriptions. The findings reflect the experiences of those eleven teachers only. No claim may be made that all teachers would define wellness as these teachers have. No claim may be made that the same teacher wellness themes would emerge from in-depth personal interviews with other teachers in different School Districts.

As well, personal interviews with Superintendents and Local Presidents of Teachers' Unions and Associations were not done due to financial constraints.

Section II

Recommendations

The findings of this inquiry suggest many avenues for thoughtful reflection and further research. This chapter concludes with a list of recommendations that may be of interest to researchers, educational administrators, teachers' union and association members, teachers and pre-service teachers.

1. An ongoing literature review of teacher wellness could be an important contribution to teacher wellness research. A current and comprehensive list of journal articles, dissertations, theses and teacher wellness resources would be a valuable source of information for leaders in the education field who want to construct a master plan for teacher wellness. This could be done through a collaborated effort of teacher wellness researchers.
2. Computer technology has changed the way information is accessed and shared. A web page dedicated especially to Teacher Wellness could be the starting point for the gathering of teacher wellness literature. A website such as this is in the beginning stages of development.
<http://www.telusplanet.net/public/ksgibson/teachwell> (Gibson, 2001). Support for and maintenance of this web site or similar sites, as working documents, could start with the major stakeholders in education.
3. Sharing of the findings of this inquiry, with Faculty of Education Dean's of Education at universities in British Columbia, might begin the process of inter-university

- research about the importance of preparing pre-service teachers about self-care and personal wellness.
4. New inquiries in the area of teacher wellness could include investigations that compare teachers who consider themselves to be well and teachers who consider themselves to be unwell. These inquiries could include teachers who are on short and long-term disability leaves.
 5. New inquiries in the area of school administrators' wellness are also recommended. As the findings of this inquiry showed, support from administrators was important to the participating teachers with regard to their personal wellness. The findings also showed stress is affecting administrators in a negative way. Teachers and administrators work together in educational units. Wellness for all stakeholders is necessary for well schools.
 6. There appears to be a need for much more in-depth research about the utility and effectiveness of EAPs and EFAPs in the education setting. The cost-benefit ratio of these programs may not be in the best interest for teachers in British Columbia, or the scope of the program and service offerings might need to be expanded to include an emphasis on preventative wellness initiatives.
 7. The BCTF should be made aware of the findings of this inquiry with regard to the BCTF Rehabilitation program. The BCTF Rehabilitation Coordinator might be interested to know that the BCTF Rehabilitation program was cited by a number of Superintendents and Local Presidents as a wellness program. The Coordinator might also be interested in finding out that a number of Superintendents and Local Presidents do not consider the BCTF Rehabilitation program to be a wellness

program even though they listed this program as a wellness program. It would appear from the findings that expanding this program's services to include preventative wellness initiatives might be possible as well.

8. It is this researcher's opinion and belief that there should not be an attempt to package Teacher Wellness like an Integrated Resource Package (IRP) with cellophane wrap. Nor should there be an attempt by the Ministry of Education, administrators or the teachers' union to implement 'canned' Teacher Wellness programs in all schools throughout British Columbia. Teachers participating in this inquiry were appreciative of the research process – the opportunity to explore what wellness meant to them as individuals and as teachers. They were also appreciative that no attempt was made to implement a 'Lara canned wellness program'. They showed much interest in designing their own personal and school wellness programs.

Some of the participating teachers did express an interest in finding out about other successful school or site based teacher wellness programs and initiatives. They also expressed an interest in accessing example wellness lesson plans for students and expanding school wellness programs. Developing Teacher Wellness websites as described above might assist teachers in this regard.

9. Lastly, it is this researcher's belief that there is a need to consider the various interactions and predispositions that intersect the domains of teacher culture, teacher identity, teacher leadership, teacher worklife and feminist research. The prevailing zeitgeist in research regarding teachers tends to separate these research domains. Blending the research areas and utilizing a multidisciplinary approach to teacher research might bring into focus a holistic view of teachers' lives. Compartmentalizing

teacher research does not allow for a view of the ‘whole’ – of the individual teacher and the organization the teacher works within – of individuals and organizations ‘working well’.

The challenge now is to legitimize Teacher Wellness so that administrators, teacher union and association leaders, and teachers embrace the concept of wellness within the education system.

CHAPTER SEVEN

EPILOGUE

Hi Lara,

It's almost the end of the school year that we started on such a high note in August [2001] with your presentation. [HH] and I, and many other staff people are really excited about the way that the wellness initiative is going and gaining momentum within our district. We are now ready to evaluate our progress and to compile a "where have we been and where are we going?" report. We could send you a copy of this if you think it would be helpful to other staffs just embarking on this path. Mostly we wanted you to know that we didn't just have a quick hit with your workshop, and in fact staff wellness is one of our 4 school goals for next year, totally supported and promoted by our principal.

Cheers, [GM] (email correspondence, June 7, 2002)

As I was completing the final draft of this dissertation, I received the above message. The message was from one of the teachers who had participated in the inquiry. This message, a copy of the final Wellness Committee Report, and field notes gathered at a meeting with both [GM] and [HH] (also a participant in the Teacher Wellness inquiry) the week after the message was received, represent more overlapping threads - strengthening the fibres of this research. Instead of closing the circle of inquiry, I found myself moving into yet another circle again. This movement resulted in further dialogue with colleagues about whether or not research can make a difference.

Conversing with one of my committee members about the message I received, I was encouraged to re-read some work by Guba and Lincoln (1989). These authors provide researchers with a list and description of authenticity criteria for judging the quality of a special form of disciplined inquiry they call Fourth Generation Evaluation. Although I used hermeneutics to explore Teacher Wellness, I believe the criteria

presented by these authors can assist in evaluating the worth or quality of most inquiries. The three authenticity criteria I used to do so were catalytic, tactical and educative.

Guba and Lincoln (1989) define catalytic authenticity as “the extent to which action is stimulated and facilitated by the evaluation process” (p. 249). They suggest that when there is evidence that the stakeholders [teachers] not only show an interest in acting upon their new knowledge, but also are willing to become involved and carry out ‘action’, the evaluation (in this case, research) has been a catalyst for the stakeholders. They also say that “systematic follow-up within some given time period to assess the extent of action and change revolving around the evaluation effort” (p. 250), is a form of evidence of the quality of the research.

Both [GM] and [HH] made personal commitments to explore Teacher Wellness when they volunteered to be participants in the inquiry. As the inquiry progressed through two interviews and a Pro-D Day Teacher Wellness presentation, these teachers moved from thinking about personal wellness to organizational wellness. [GM] in her first interview began to plan what she might do at her own school.

When I saw the poster I thought that maybe by talking to you it might clarify some things. Should I start with my own building and expand by example, or – speaking with you is an opportunity to verbalize what I’m thinking and it helps with giving me a direction to go. It seemed really fluky that you put the request out at the same time I was thinking about it. It seemed meant to be. [GM]

In her second interview she was excited to tell me that she had put forward a wellness proposal to her local Teachers’ Association. Although it was not supported, it did not deter her from her planning process.

Did I tell you about this? I submitted a proposal to the xxxx Teachers’ Association. It was rejected out of hand. They were in favour of curricular

things. The xxxx Teachers' Association! I was just blown away. Okay, move on. We will get something going regardless. [GM]

In her first interview, [HH] talked about her interest in Teacher Wellness because a friend and colleague in her school had a difficult first year of teaching and,

...came down with bell's palsy last year. She's the youngest person on our staff, she's 25. The doctor said it is attributed to stress. All of that really bothered me. So I hope your study helps with all of this. [HH]

When we met for her second interview, she was excited to report that the number of wellness activities had increased at her school. *"So now that I'm sort of getting more on track and I can focus on my own wellness, we can do more to get other teachers involved. And we have. I think about 40 staff members ran in the 10K. We had a huge team, forty-forty-five members participated. That was our biggest number ever. So that was a positive thing. Yeah, it was good. Yeah, I think it's going to get better"* [HH].

Following the interviews in 2000 – 2001 and a Pro D-Day presentation on Teacher Wellness in August 2001, these two teachers formed a school wellness committee. In a year-end report titled *A Year of Wellness at xxxx*, they describe the successes and challenges of their Teacher Wellness program. The Rationale section of their report is as follows:

Rationale:

The school year 2001-2 can be characterized by its potential for turbulence. Job action by the teachers and ensuing censure from the media, the public and more seriously the potential for conflict among colleagues posed a threat to the wellness of the xxxx staff. xxxx has developed a reputation as a friendly school and a good place to work. The Wellness Committee at xxxx made a goal of protecting and promoting the goal of wellness, knowing that such elements of teacher wellness as staying physically healthy, socially connected, sharing a perception of common purpose and laughter make a huge and positive contribution to our jobs as educators. June 02 is an appropriate time to evaluate and reflect on the year of wellness at xxxx. (xxxx Wellness Committee Report).

This report also contained a section titled *Future Directions* in which the following intentions are listed:

- *Extend the Wellness Committee to include representatives from the student body, the school nurse, and interested parents. We will also invite input from substance abuse prevention workers, community counselors, and mental health professionals.*
- *Implement suggestions from staff members regarding wellness opportunities, e.g. the bike to school initiative.*
- *Find a framework to measure the impact of wellness initiatives on the school community*
- *Provide a wellness model for other schools in the district. (A Year of Wellness at xxx Report, June 02, 2002).*

Thus, catalytic authenticity has been realized. At least two teachers who participated in this inquiry have embraced Teacher Wellness. They are sharing a leadership role while making an organizational contribution to the wellness of their school. This inquiry, with its dialoguing and reflecting about Teacher Wellness through in-depth interviews was the catalyst for them.

Tactical authenticity “refers to the degree to which stakeholders and participants are empowered to act” (Guba & Lincoln, 1989, p. 250). The authors list three ways tactical authenticity can be demonstrated. The first is the testimony from the participants. In the Teacher Wellness inquiry, testimony came by way of two in-depth personal interviews and the review of the interview transcriptions. Testimony was also gathered from a focus group meeting. Both [GM] and [HH] participated in two interviews and were part of the focus group meeting. Some of their ‘testimonial’ has been shared above.

Second, follow-up has to be completed to examine the ways in which the participants participated. The purpose of this inquiry was to explore teacher wellness. I

did not plan to form wellness committees, implement teacher wellness programs, nor evaluate the success of committees or programs. The follow-up done during the time of this inquiry was teacher driven. Credit must be given to the teachers for following through. Not only did they form a wellness committee, organize teacher wellness programs and initiatives, but they also took responsibility for contacting me after a successful first year of implementation of their program and offered to share their wellness report.

Thirdly, there needs to be a discussion about the degree of empowerment during the process. Did the stakeholders feel they had a significant role in the process? If so, Guba and Lincoln (1989) suggest that tactical authenticity “has probably been achieved” (p. 250). Field notes taken during the meeting between [GM], [HH] and myself to discuss the *Year of Wellness at xxx Report*, and statements in the report itself indicate tactical authenticity was achieved.

[HH] commented that although teaching responsibilities did not decrease while she took on the role of Co-chair of the Wellness Committee, she felt energized and excited to be part of something new. The experience was affirming and she is looking forward to next year at her school, in part, because of the new wellness initiatives. [GM] commented that the timing was just right and the support from her administration was a key component for the committee’s success. She said that she had fun doing it [committee work] and that many of the events planned are things she would have wanted to participate in anyway.

These two teachers experienced what Herzberg (1959) describes as job enrichment versus job enlargement. According to his motivation hygiene theory,

individuals will willingly take on more work if the work enriches them. Job enrichment satisfies an individual's need for fulfilling him or her self as a creative, unique individual within a work environment. Job enlargement means the addition of similar work that often results in a deterioration of job satisfaction.

[HH] also described a collaborative process that took place that allowed for a re-design of the recent renovations that had been done at her school. As the teachers became more aware of the lack of meeting space due to the loss of their staff lounge, members of the wellness committee lobbied the administration to re-create a space for them. With some minor structural changes, a space was made available near the school cafeteria. A comment, made with much enthusiasm, during our meeting was this:

Recent renovations at xxxx School provided new opportunities to increase wellness for staff and students. A central staff lounge adjacent to the cafeteria was built. It's been very well received. It was rated as being the most helpful initiative for staff wellness. It is a place of energy and laughter and connection and support and has worked against the formation of cliques. [HH]

[HH] and members of the wellness committee felt empowered to act and did so with results that have benefited all of the staff.

In the *Articulation of the Goal* section of the year-end wellness report these statements were made:

- *Throughout the year, the Wellness Committee has had a regular spot on the Professional Growth Group's monthly agenda. Teacher and student wellness has now been formalized as one of four key goals for the school to pursue next year.*
- *It has been very important to articulate the goal of teacher wellness at the beginning of the year, and to constantly refer back to it as the school year, with all of its potential stressors, has progressed. At xxxx we are fortunate to have had support for staff wellness from the Administration team. This is a key element in the success of a school's wellness initiatives.*

- *The school's Wellness Committee has continued to provide opportunities for wellness activities, and has continued to state the goal of wellness for the year 2002-2003. This is of tremendous significance for xxxx as a formal statement that we want to protect our culture of positive social relationships in a healthy environment.*
- *Moreover, xxxx is a positive model at district level of a school that has successfully embraced Teacher Wellness.*

Tactical authenticity will continue to be evaluated as [HH] has just invited me to become a member of her M.Ed. graduate committee. She has been given permission by her Graduate Supervisor to formally evaluate the success of the wellness committee and the wellness program at her school for her M.Ed. Project over the upcoming year.

Educative authenticity “represents the extent to which individual respondents’ understanding of and appreciation for the constructions of others outside their stake holding group are enhanced” (Guba & Lincoln, 1989, p. 248). This occurs when the stakeholders [teachers] have the opportunity to see “how different systems evoke very different solutions to issues surrounding the evaluand” (Guba & Lincoln, 1989, p. 249). The two techniques for establishing if educative authenticity has been achieved are 1) gathering testimony of the participants that attest to their understanding of constructions of others that are different from themselves and 2) an audit trail that should contain entries relating to the understanding or appreciation of the differences.

During the meeting where [HH], [GM] and I were discussing the year of wellness, [HH] had this to say:

One of the biggest things I have learned this year being the co-chair of the wellness committee is that everyone sees wellness in a different way. I define wellness in a different way. Not everyone participated in the activities we planned, but I found out that didn't mean they weren't well. I have more of an appreciation that teachers don't necessarily need a program or that it has to cost a lot. And I think we might have been the catalyst for some teachers to do different things that made them well. I am glad that you didn't come in with a

program. You just got us thinking and we designed our own program. That is probably why we had such success.

For [GM] wellness now meant “*fun and laughter*” in addition to fitness. She commented on the importance of “*collective laughter*” and “*team*” as part of the wellness program. She also was much more aware of the “*role modeling that teachers can provide students about wellness.*”

The audit trail includes not only the testimonies of the teachers, but statements in the year end wellness report. In the section *Commonality of Purpose*, the educative process about wellness is evident:

- *The goal of wellness has had a unifying impact on xxxx in that it transcends the usual divisions of different job descriptions, subject area interests, experience, and philosophy which typically exist in schools. The considerable support for this goal among the xxxx staff serves to emphasize our commonality rather than our differences.*
- *The following activities have all had participants from Administration, teaching and CUPE support staff:*
 - *xxxx on the Prowl – Garden City 10k team of 50 members.*
 - *The Great Walk Team of 6 who walked 64 km to fundraise for the Rock Solid Foundation.*
 - *The Lunchtime Walking Group and After School Running Group.*
 - *The Professional Book Club of 22 members who read the book Raising Cain by Daniel Kindlon and Michael Thompson about educational practice and met socially for dinner and brunch to discuss its impact.*

[HH] said, “*And of the Book Club, it was a resounding success.*” She also commented on the publishing of a school wellness newsletter, which according to a statement in the year-end wellness report “*has had a very positive impact on staff wellness, as has keeping Friday lunchtime’s meeting free and therefore social and relaxing.*” [Wellness Report]. The newsletter was written and published by one of the English teachers.

Guba and Lincoln (1989) say:

It is certainly possible to coerce people into compliance, but it is impossible to coerce them into excellence – by anyone’s definition. Only empowerment can invest people with a sense of self-efficacy, which enables them to act in productive ways. Only empowerment can encourage risk-taking, unleash energy, stimulate creativity, instill pride, build commitment, prompt the taking of responsibility, and evoke a sense of investment and ownership. (p. 226-227).

Thus, I believe, this investigation, *Teacher Wellness: An Interpretive Inquiry* has had an impact. It may be in a small way, but it seems to have made a difference in one School District in British Columbia. Two of the participating teachers have been empowered to introduce wellness into their personal and professional lives and the lives of their colleagues. It has also made a difference to me. I have discovered that research can profoundly change your life as a person. The inquiry has helped broaden my definition of wellness. It has encouraged me to pursue wellness as a field of study.

I am thinking about what is present.
I am thinking about what was past and what might come
And I now understand that
What came has made what was past look different.

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APPENDICES

APPENDIX A

CERTIFICATE OF APPROVAL




University of Victoria
Human Research Ethics Committee

CERTIFICATE OF APPROVAL

<u>Principal Investigator</u> Lara Lauzon Graduate Student	<u>Department/School</u> PHED	<u>Supervisor</u> Dr. M. Collis	
<u>Co-investigator(s):</u> N/A			
<u>Title:</u> Teacher Wellness: An Interpretive Phenomenological Inquiry – What Makes Teachers Well?			
<u>Project No.</u> 297-00	<u>Start Date</u> 23 Sep 00	<u>End Date</u> 22 Sep 01	<u>Approval Date</u> 23 Sep 00

Certification

This is to certify that the University of Victoria Ethics Review Committee on Research and Other Activities Involving Human Subjects has examined the research proposal and concludes that, in all respects, the proposed research meets appropriate standards of ethics as outlined by the University of Victoria Research Regulations Involving Human Subjects.


I. Howard Brunt,
Associate Vice-President, Research

This Certificate of Approval is valid for the above term provided there is no change in the procedures. Extensions/minor amendments may be granted upon receipt of "Request for Continuing Review or Amendment of an Approved Project" form.

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APPENDIX B

RECRUITMENT POSTER

TEACHERWELLNESSTEACHERWELLNESSTEACHERWELLNESS**A STUDY ABOUT TEACHER WELLNESS
WILL BEGIN IN NOVEMBER 2000****The Objectives of the Study are:**

- **To determine how Teachers define "wellness"**
- **To explore how Teachers would like to plan for their personal well-being**
- **To determine what wellness programs are currently in place for teachers in British Columbia**

If you are a teacher:

- **who has been teaching for a minimum of 2 years**
- **who would be interested in examining your experience of what wellness means to you**
- **And you have 3 to 5 hours of time available over the next three months**

Please call**Lara Lauzon, M.A.****Assistant Professor and Ph.D. Candidate****University of Victoria, School of Physical Education****(250) 721-8378 or by email: llauzon@uvic.ca****TEACHERWELLNESSTEACHERWELLNESSTEACHERWELLNESS**

APPENDIX C

LETTERS TO SCHOOL PRINCIPALS



University of Victoria
School of Physical Education
P.O. Box 3015, Stn CSC
Victoria, B.C. V8S 3M1

October 25, 2000

Mr., Mrs. or Ms. *XXX*
XXX School
Address
Victoria, B.C. Postal Code

Dear *XXX*:

My name is Lara Lauzon and I am an Assistant Professor at the University of Victoria, teaching in the School of Physical Education. This year I am also completing my Ph.D. research in the area of Teacher Wellness. My research study is entitled "Teacher Wellness: An Interpretive Inquiry. The purpose of this research is to move beyond teacher stress literature and investigate what makes teachers well. The objectives of this study are: 1) to explore how Teachers define wellness; 2) to discover how Teachers would like to plan for their personal well-being; and 3) to determine what wellness programs and services are currently in place for teachers in British Columbia.

As part of this study, I have begun recruiting teachers so that I might set up conversational interviews designed to explore concepts of Teacher Wellness. To assist me in the recruitment of teachers who might consider participating in this study, I am hoping that you would be willing to post the enclosed notice in your staff room.

Why might you consider supporting this research and posting the notice in your staff room? Current reports in Canada and the United States suggest that teacher stress and burnout cost billions of dollars annually. Research also shows that the number of teachers on short and long-term disability appears to be increasing. Many studies have been done to find out what makes teachers' stressed, however, what is missing in the literature is information on what makes teachers well. Teacher wellness planning may be an important part of teacher revitalization.

If you would like to find out more about this study before posting the notice, you are welcome to contact me by email at llauzon@uvic.ca or by telephone at XXXXX at the University of Victoria. You can also contact my co supervisors, Dr. Martin Collis by email at XXXXX or by telephone at XXXXX or Dr. Bob Bell by email at XXXXX or by telephone at XXXXX. I look forward to sharing the results of this study with you next year.

Sincerely,
Lara Lauzon
Assistant Professor, University of Victoria, School of Physical Education

APPENDIX D

TELEPHONE SCRIPT FOR INFORMATIONAL INTERVIEW

**TELEPHONE SCRIPT FOR RECRUITMENT FOR PARTICIPATION IN THE STUDY
TEACHER WELLNESS: AN INTEPRETIVE INQUIRY**

Hello, my name is Lara Lauzon and I am a Ph.D. Candidate studying in the area of Teacher Wellness. I am returning your call regarding the Teacher Wellness study. Thank you for calling about the research I am doing.

Q: What is the purpose of this research?

A: The purpose of this research is to find out more about teacher wellness. I am interested in exploring how teachers define wellness and discovering how they plan for their personal well-being. I am also trying to determine what wellness programs and services are in place specifically for teachers in school districts around British Columbia.

Q: Why are you doing this research?

A: I have read so many research articles about teacher stress and what makes teachers stressed. I have also read many reports that continue to suggest that teacher stress and burnout costs billions of dollars each year through absenteeism, turnover and long and short-term disability leave. I have not been able to find much information on what makes teachers well. I'd like to shift the research from a teacher stress perspective to a teacher wellness perspective. Maybe a study such as this might help teachers, administrators and school board trustees understand what makes teachers well.

Q: Who can participate in the study?

A: I am looking for teachers, who have been teaching for a minimum of two years, and who are willing to talk about what wellness means to them.

Q: What would I have to do?

A: I will be interviewing teachers – there will be two individual interviews scheduled – these will probably take about an hour, but they could be longer or shorter, depending on what we talk about and how much information you might want to share. The interviews will be taped and after the interviews I will transcribe them – type out exactly what we said – and then you will have an opportunity to clarify or change things if you would like. This might take you about an hour or two.

Then, after I have interviewed all of the teachers that are participating in the study, I will bring everyone together for something called a focus group meeting. As a group, we will review the general themes that have surfaced and attempt to categorize these themes. We will also have an open discussion about teacher wellness. That meeting is scheduled for one hour.

Q: When are you starting the interviews?

A: I hope to start scheduling the interviews in November and complete the interviews and the focus group meeting by the end of June of next year.

Q: Where will the interviews take place?

A: I could come to your school, or I could meet you at your home. I also have an office at the University of Victoria and we could meet here. Anywhere you like.

Q: I don't know if I want my administrator to know I am participating in this study – there are no wellness programs for teachers at our school and I might talk about that.

A: All the data I collect will be kept confidential. If you don't want anyone to know that you are participating in this study – that is fine. I won't be using your name in my dissertation, or in any papers I might write for publication or at conferences or workshops I might present to teachers.

Q: What might I get out of this?

A: I think it will give teachers an opportunity to reflect on their personal lifestyle habits and how that impacts their personal well-being. I think it is also an opportunity to share information about what makes you 'well' with other teachers so that they might start thinking about a wellness plan or what steps they might take to be well – so that they can teach for a long time – and continue to enjoy teaching because they are not burned out or on stress leave!

Q: Do I get paid for my participation?

A: No, sorry. I don't have a budget for participation – but you will receive all of the transcripts of your interviews and I will also send you copies of any papers that I write after the completion of my dissertation if you request them.

Q: What if I change my mind part way through?

A: That is not a problem. Your participation in this study is voluntary. You can choose to participate or not. You can even withdraw from the study part way through – No questions asked. You might also decide not to answer specific questions in the interview – that is fine too. If you do decide to withdraw – I will only use the information I might have gathered from – say – one interview with you – if you agree to that. Otherwise, I will destroy the information I got. I will be checking in with you throughout the study anyway – before each interview and before the focus group meeting – just to see if you are interested in completing the study.

Q: Are you sure that no one will know that I am participating in your study?

A: As I mentioned – I will be using code names when I am gathering data. You could even provide me with one! The transcripts of the taped interviews will not include any personal information that someone could identify you with – and your name will not be used in my dissertation or any articles that I will be writing. I wouldn't use your name during a presentation or a workshop that I might present either.

All of the information I do gather will be locked in a filing cabinet in my office and no one will have access to it. When I have completed the dissertation, all of the information I have

gathered will either be destroyed through the University of Victoria's confidential shredding process or the tapes will be erased. We have a special department in our U.Vic Film Centre that helps us with that – for audio and video tapes we have what is called a bulk magnetizer – and it scrambles and erases all of the taped interviews.

Q: Can I think about this and get back to you?

A: Yes, - you can reach me at the University at XXXXX or – do you have email? My email is llauzon@uvic.ca you can also call my supervisor – Dr. Martin Collis – his number is XXXXX. You can also email him XXXXX

There is one more person you can contact and that is the Associate Vice-President Research at the University at XXXXX

Q: I will call you back tomorrow.

A: Thanks. Talk to you then.

APPENDIX F

CONFIRMATION LETTER – INTERVIEW PARTICIPANTS



University of Victoria
School of Physical Education
P.O. Box 3015, STN CSC
Victoria, B.C. V8W 3P1

October 15, 2000

Dear xxxxx

Thank you for agreeing to participate in my Ph.D. research study, *Teacher Wellness: An Interpretive Inquiry*. I appreciate the time and energy you are committing to in this regard.

- Your interview has been scheduled for xxxxx (day) and xxxxx (time)
- We will be meeting at xxxxx (place)

Our first interview will take about one hour. I will remind you that I will be tape-recording our interview for transcription and analysis purposes. As I stated on the telephone, a code name will be used during our interview and no identifying data will be used either on the field note form or on the tape itself. Further details about the confidentiality of our interview process and your participation in the study can be found on the Consent to Participate Form attached to this letter. Please read this form, then sign indicating that you are voluntarily participating in the study. There are two copies included in this letter. One will be for you to keep. The other will be for my records.

If you have any questions before our interview, please don't hesitate to call me at xxxxx or email me at xxxxx

I look forward to our conversation about teacher wellness. See you soon.

Sincerely,

Lara Lauzon
Assistant Professor and Ph.D. Candidate
University of Victoria
School of Physical Education

APPENDIX G (a)

LETTER TO BOARD OF SCHOOL TRUSTEES
EDUCATION DIRECTIONS COMMITTEE

University of Victoria
School of Physical Education
PO Box 3015, STN CSC
Victoria, B.C. V8W 3P1

October 4, 2000

XXXXXX
Office of the Superintendent
S.D. # XXXXXX
Address
City, Postal Code

Dear XXXXXX:

Enclosed is a completed Request for Research Form, a copy of the letter and survey sent to you on (date), as well as 8 complete copies of my application for Ethical Review of Human Research: University of Victoria and appendices that include recruitment material, interview questions, consent forms, interview schedule, surveys and references.

As indicated in the Ethical Review of Human Research form (page 4) the purpose and objectives of this research are as follows:

Purpose: To build on and move beyond the teacher stress literature to investigate what makes teachers well?

Objectives:

- 1) to explore how teachers define wellness.
- 2) To discover if and/or how teachers plan for their personal well-being.
- 3) To determine if (what) wellness programs and services are currently in place for teachers in Schools Districts throughout British Columbia.

Questionnaires will be sent to all Superintendents in British Columbia. They will also be sent to all Local Presidents of Teachers' Associations and Unions. The information I am collecting through the questionnaires will hopefully provide a snapshot of wellness programs and services available to teachers in British Columbia.

In addition to the surveys I hope to conduct in-depth interviews with middle and high school teachers as a way of exploring how teachers define wellness and how they plan for their personal well-being.

I appreciate the Ed Directions Committee reviewing my proposal and making recommendations to the Board of School Trustees. I look forward to hearing from you in this regard. If further information is needed from me, please call XXXXXX or email – llauzon@uvic.ca

Sincerely,

Lara Lauzon
Assistant Professor and Ph.D. Candidate
School of Physical Education
University of Victoria

cc: committee members:

Dr. Martin Collis; Dr. Bob Bell; Dr. John Anderson; Dr. Joan Wharf-Higgins; Dr. Laurence Devlin; Dr. Honore France

APPENDIX G (b)

**List of Appendices for Ph.D. Study entitled:
Teacher Wellness: An Interpretive Inquiry**

To accompany letter to Superintendent and Application for Ethical Review of Human Research: University of Victoria

Applicant: Lara Lauzon, Assistant Professor and Ph.D. Graduate Student
University of Victoria

Recruitment Material	Appendix 1a	Letter to School Principals
	Appendix 1b	Letter to Superintendents
	Appendix 1c	Letter to Local Presidents – Teachers’ Associations and Teachers’ Unions
	Appendix 2	Telephone Script
	Appendix 3	Recruitment Poster
Interview Questions	Appendix 4	Teacher Interview # 1
	Appendix 5	Teacher Interview # 2
	Appendix 6	Focus Group Interview
Consent Forms	Appendix 7a	School District consent/survey
	Appendix 7b	Local Presidents consent/survey
	Appendix 7c	Teachers – interviews
Interview Schedule	Appendix 8	
Surveys	Appendix 9a	Survey – Superintendents
	Appendix 9b	Survey- Local Presidents
References	Appendix 10	

APPENDIX H**INTERVIEW FIELD NOTE REPORTING FORM
FIRST INTERVIEW**

Interview questions for the study entitled: Teacher Wellness: An Interpretive Inquiry

Exploratory Data Gathering – First Interview - Participants

Discuss Purpose of Interview # 1

- Review of informed consent
- Provide an orientation to the study
- Set climate for interview

1. Background Demographic Questions

- What grade are you teaching now? Have you taught other grades in the past?
- What subjects do you teach?
- How long have you been teaching? In this school? In other schools? In this district? In other districts?

2. Opinion / Values Questions - aimed at understanding the cognitive and interpretive processes

- What does the word wellness mean to you?

- Is it possible for you to define wellness?

- Can you think of a metaphor that you might use to describe what wellness means to you?

3. Experience / Behaviour Questions – What a person does or has done.

- If I followed you through a typical day – teaching at your school – what would I see you doing?
 - Which of the activities you have mentioned you do in your day would support your well-being?
 - Which of the activities you have mentioned you do in a typical day might you consider to be wellness activities?
4. Feeling Questions – aimed at understanding the emotional responses of people to their experiences and thoughts?
- To what extent do you feel “well”?
 - What does being well feel like?
5. Knowledge Questions – asked to find out what factual information the participant has.
- Do other teachers talk about “wellness”?
 - Are you aware of any wellness programs or services available to teachers at your school?
 - In your School District?
6. Sensory Questions – about what is seen, heard, touched, tasted, and smelled.
- If you or I wandered around your school what do you see that might be linked with your definition of wellness?

- What might we hear?
 - What might we touch?
 - What about taste?

 - Any wellness smells in your school?
7. Time Frame Questions – what are the participants doing now, what have they done in the past, and what do they plan to do in the future?
- Visit your past – look back – can you describe things you have done that might have supported your personal wellness?

 - If so – what were they?

 - How about in the present?

 - Any plans for the future –
8. Open-ended question –
anything else you would like to share or comment on – wellness, teaching?

APPENDIX I

CONSENT FORM - TEACHERS

**CONSENT FORM FOR PARTICIPATION IN THE STUDY TITLED
TEACHER WELLNESS: AN INTERPRETIVE INQUIRY**

Lara Lauzon, Assistant Professor and Ph.D. Graduate Student in the School of Physical Education, in the Faculty of Education at the University of Victoria is conducting a research study titled *Teacher Wellness: An Interpretive Inquiry*. The research will be conducted from November 2000 to June 2001. This research is part of the requirements for a Doctorate of Philosophy and is being conducted under the supervision of Dr. Martin Collis and Dr. Bob Bell. You may contact Lara Lauzon at XXXXX or by email at llauzon@uvic.ca. You may contact Dr. Martin Collis at XXXXX or by email at XXXXX and Dr. Bell can be reached by email at XXXXX or by telephone at XXXXX.

The purpose of this research is to move beyond teacher stress literature and investigate what makes teachers well. The objectives of the study are: 1) to explore how teachers define wellness; 2) to discover how teachers plan for their personal well-being; and 3) to determine what wellness programs and services are currently in place for teachers in British Columbia.

Research of this type is important because reports in Canada and the United States continue to suggest that teacher stress and burnout costs billions of dollars annually through absenteeism, turnover, and poor performance and while teacher stress is voluminous, very few studies have been done specifically related to the broader topic of teacher wellness.

You are invited to participate in this study because you are a teacher and you have indicated that you would be interested in examining your experience of what wellness means to you and how you might or would like to plan for personal wellness.

If you agree to voluntarily participate in this research, your participation will include two audio-taped personal interviews and the possibility of participation in a focus group meeting. The interviews are scheduled for one hour each. You will also be asked to review the transcriptions of the taped interviews and provide me with changes or points of clarification should you feel this necessary. This could take up to another hour of your time.

There are no known risks to you by participating in this research, however, I would be glad to discuss any risks you might perceive. You can be assured that your participation in this study will be kept confidential and that the results of the study will not indicate specific names of teachers or the schools the teachers work at. In terms of protecting your anonymity, I will be assigning code names to which all data will be matched. Transcriptions of the audio-taped interviews will not include any personal identifying information and your name will not appear in the Ph.D. Dissertation, published articles, or material prepared for conference or workshop presentations. If you decide that you do not want your interview taped, written observation field notes will be used instead.

Your participation in this research is completely voluntary. If you do decide to participate, you may withdraw at any time without any consequences or any explanation. You may also choose not to answer any questions you do not wish to answer during the interview process or the focus group meeting. If you do withdraw from the study, the data that has been collected will only be used if you agree to it being used. To make sure that you continue to consent to participate in this research, I will check in with you each time I schedule an interview or focus group meeting to see if you are still willing to continue with the research process.

Your confidentiality and the confidentiality of the data will be protected by securing it in separate files in a locked filing cabinet drawer in my private office in the School of Physical Education at the University of Victoria. No identifying data will be made available to anyone other than myself, the researcher and by signing this informed consent form we have entered into an agreement with each other whereby I will guarantee that your confidentiality will be protected. All written data will be shredded through confidential shredding at the University of Victoria. The tapes used in the interviews will be erased at Computer User Services using the bulk magnetizer.

In addition to use of this data to complete my Ph.D., I will use the data for articles for publication, class presentations to Teacher Preparation students, and for conferences and workshop presentations.

In addition to being able to contact myself and my Co-supervisors, Dr. Martin Collis and Dr. Bob Bell, at the above telephone numbers, you may verify ethical approval of this study, or raise any concerns you might have, by contacting the Associate Vice President Research at the University of Victoria at XXXXX.

Your signature below indicates that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researcher.

Participant Signature

Date

A COPY OF THIS CONSENT WILL BE LEFT WITH YOU, AND A COPY WILL BE TAKEN BY THE RESEARCHER

APPENDIX J

**CONFIRMATION LETTER FOR TEACHERS
SECOND INTERVIEW**



To:
From: Lara Lauzon
Re: Teacher Wellness Research – interview
Date: xxxxx

Hello from U.Vic. I have finished transcribing our first taped interview. Enclosed you will find a transcription of the tape. Please review this transcription at your convenience. As you read through our exploration of Teacher Wellness please keep the following questions in mind as we prepare for our second interview, which I am hoping to schedule sometime during the next couple of weeks. I will be asking for another hour of your time to review the transcripts.

Purpose of Interview # 2

- To assess the accuracy of the transcription.
- To continue to explore more fully each participant's experience of Teacher Wellness.
- To determine if common themes about Teacher Wellness are beginning to emerge from the conversations we are having.

Questions I will be asking in our second interview.

- 1) Does our conversation fit with how you define wellness?
- 2) Does our conversation fit with how you experience wellness?
- 3) Are there any themes that reveal themselves as you read through our conversation?
For example:
- 4) Are there any parts of our conversation you would like to change?
- 5) Are there any parts of our conversation you would like to delete?
- 6) Are there any parts of our conversation that you would like to more fully elaborate on?
- 7) Having read my transcription of our interview, are there any additional areas of your experience of 'wellness' and 'teaching' that you would like to tell me about?

Thank you, once again, for participating in this study.

With regard to the second interview, could you review the following times to determine what day and time you might be available. You can call me at XXXX or email me at XXXXXX.

Wednesday, May 30th, 2001
 Thursday, May 31st, 2001
 Friday, June 1st, 2001

anytime between 10:00 a.m. and 3:00 p.m.
 anytime between 12:00 noon and 3:00 p.m.
 anytime between 1:00 and 3:00 p.m.

Monday, June 4th, 2001
 Tuesday, June 5th, 2001

anytime between 9:30 a.m. and 3:30 p.m.
 anytime between 12:00 noon and 3:30 p.m.

Wednesday, June 6th, 2001
Friday, June 8th, 2001

anytime between 1:30 and 3:00 p.m.
anytime between 9:30 a.m. and 3:30 p.m.

Monday, June 11th, 2001
Thursday, June 14th, 2001

anytime between 9:30 a.m. and 3:30 p.m.
anytime between 9:30 a.m. and 3:30 p.m.

All the best.

Lara Lauzon
Assistant Professor and Ph.D. Candidate
University of Victoria
School of Physical Education

APPENDIX K

FIELDNOTE REPORTING FORM – TEACHER'S SECOND INTERVIEW

Interview # 2 - Teacher Wellness: An Interpretive Inquiry

Code: _____

Date: _____

- To assess the accuracy of the transcription.
- To continue to explore more fully each participant's experience of Teacher Wellness.
- To determine if common themes about Teacher Wellness are beginning to emerge from the conversations we are having.

Questions

- 1) Does our conversation fit with how you define wellness?

- 2) Does our conversation fit with how you experience wellness?

- 3) Are there any themes that reveal themselves as you read through our conversation?

- 4) Are there any parts of our conversation you would like to change?

- 5) Are there any parts of our conversation you would like to delete?

- 6) Are there any parts of our conversation that you would like to more fully elaborate on?

- 7) Having read my transcription of our interview, are there any additional areas of your experience of 'wellness' and 'teaching' that you would like to tell me about?

APPENDIX L

THANK YOU LETTER TO TEACHERS
TO ACCOMPANY SECOND TRANSCRIPTION

University of Victoria
School of Physical Education
P.O. Box 3015, STN CSC
Victoria, B.C. V8W 3P1

June 20, 2001

Dear XXXX:

This is a note of thanks for meeting with me to discuss our first interview transcription. Your participation in this inquiry is very much appreciated. I value your input, your thoughts, and ideas about teacher wellness and what wellness means to you.

Enclosed is a transcription of our second interview. Please read the transcription and determine if there are any other changes you would like to make. As I will be quoting from the transcriptions I want you to be comfortable with what you have said and the thoughts you have shared. You are welcome to make any changes you see fit on either the first or second transcription. Please indicate if there are specific parts of the transcriptions you would like to keep private and should not be included in either my dissertation or in any presentations I might give about Teacher Wellness. I will honour your decisions in this regard.

If there are changes you would like to make, we can set up another meeting or discuss the changes over the telephone. Once again, you can contact me at XXX-XXXX.

As mentioned in our last meeting, a focus group meeting is being planned for June 27th, at 11:30 a.m. at XXXXXX. If you would like to participate in this meeting you can let me know either by email at llauzon@uvic.ca or by telephone. We will be discussing themes that all the participants have determined to emerge through our conversations. I imagine the meeting to be one of sharing and exploration.

Analysis and write-up of the data collected will be done throughout this next year. You will receive, from me, an executive summary of these results through the mail. If you would like to read the dissertation, arrangements can be made for a copy to be sent to you. Thank you again for your participation in this inquiry.

All the best.

Lara Lauzon
Assistant Professor and Ph.D. Candidate
University of Victoria, School of Physical Education

APPENDIX M (a)

QUESTIONNAIRE – SUPERINTENDENTS

FOR THE STUDY ENTITLED TEACHER WELLNESS: A PHENOMENOLOGICAL INTERPRETIVE INQUIRY – WHAT MAKES TEACHERS WELL?

The purpose of this survey is to determine what wellness programs and services are currently in place for teachers in School Districts throughout British Columbia. These could include stress management, physical activity, smoking cessation, nutrition programs; counseling services; or include any programs defined by the School District or Teachers as programs and services that support teacher wellness. Current wellness research suggests such programs might relate to physical, emotional, intellectual, spiritual, occupational and social wellness components.

Other data being collected for this study will be generated from personal interviews with teachers in Greater Victoria School Districts to determine how Teachers define wellness and how they plan for their personal well-being. This research is part of the requirements for a Doctorate of Philosophy and is being conducted by Lara Lauzon, M.A., Assistant Professor, University of Victoria, School of Physical Education, P.O. Box 3015, Victoria, B.C. V8W 3P1; (250) 721-8378; email: llauzon@uvic.ca and supervised by Dr. Martin Collis (250) 721-6997; email: mcollis@speakwell.com and Dr. Robert Bell (250) 721-7872; email: rbell@uvcs.uvic.ca

INSTRUCTIONS: Please complete each of the following questions:

1. Are there any wellness programs and services offered specifically for teachers in your School District?

Yes No Don't Know

2. If yes, please list and describe briefly.

3. If yes, are they available to all teachers in your School District?

Yes No Don't Know

4. Does the School District provide any of these programs and services?

Yes No Don't Know

5. Does the School District assist with the financing of these programs and services?

Yes No Don't Know

6. If there are teacher wellness programs and services available to teachers, but not offered by the School District who does offer them?

Individual Schools Yes No Don't Know

Municipal Recreation Yes No Don't Know
Departments

Employee Assistant Yes No Don't Know
Programs (EAP)

Other: Yes No Don't Know
Example: Individual teachers
 Teachers Bowling League

7. If you have any other thoughts or insights you would like to share about "Teacher Wellness" please comment below or use back of page if necessary.

END OF SURVEY
PLEASE ENCLOSE COMPLETED SURVEY IN SELF-ADDRESSED, SELF-STAMPED ENVELOPE AND RETURN TO RESEARCHER. THANK YOU.

APPENDIX M (b)

**QUESTIONNAIRE – LOCAL PRESIDENTS OF TEACHERS’ UNIONS AND ASSOCIATIONS
FOR THE STUDY ENTITLED TEACHER WELLNESS: A PHENOMENOLOGICAL INTERPRETIVE INQUIRY – WHAT MAKES TEACHERS WELL?**

The purpose of this survey is to determine what wellness programs and services are currently in place for teachers in School Districts throughout British Columbia. These could include stress management, physical activity, smoking cessation, nutrition programs; counseling services; or include any programs defined by your Teachers’ Association or Teachers’ Union or, individual teachers, as programs and services that support teacher wellness. Current wellness research suggests such programs might relate to physical, emotional, intellectual, spiritual, occupational and social wellness components.

Other data being collected for this study will be generated from personal interviews with teachers in Greater Victoria School Districts to determine how Teachers define wellness and how they plan for their personal well-being. This research is part of the requirements for a Doctorate of Philosophy and is being conducted by Lara Lauzon, M.A., Assistant Professor, University of Victoria, School of Physical Education, P.O. Box 3015, Victoria, B.C. V8W 3P1; (250) 721-8378; email: llauzon@uvic.ca and supervised by Dr. Martin Collis (250) 721-6997; email: mcollis@speakwell.com and Dr. Robert Bell (250) 721-7872; email: rbell@uvcs.uvic.ca

INSTRUCTIONS: Please complete each of the following questions:

1. Are there any wellness programs and services offered specifically for teachers in your School District?

Yes No Don’t Know

2. If yes, please list and describe briefly.

3. If yes, are they available to all teachers in your School District?

Yes No Don’t Know

4. Does the local Teachers’ Association or Teachers’ Union provide any of these programs and services?

Yes No Don’t Know

APPENDIX N (a)

INTRODUCTION LETTER - SUPERINTENDENTS

October 20, 2000

Mr./Mrs. XXX, Superintendent
address
city, B.C.
Postal Code

Dear Mr./Mrs. XXX:

My name is Lara Lauzon and I am an Assistant Professor at the University of Victoria, teaching in the School of Physical Education. This year I am also completing my Ph.D. research in the area of Teacher Wellness. As part of my research study entitled "Teacher Wellness: An Interpretive Phenomenological Inquiry – What Makes Teachers Well?" I am surveying all of the School Districts in British Columbia to determine whether or not wellness programs and services are currently in place for teachers in our province. In addition to the distribution of this survey I will also be conducting in-depth interviews with teachers to discover how they define wellness and explore how they might plan for their own personal well-being. This letter is an invitation to complete the enclosed survey about Teacher Wellness programs in your School District. Your response will assist me greatly in the completion of my research.

Why might you consider completing this survey? Current reports in Canada and the United States suggest that teacher stress and burnout cost billions of dollars annually. Research also shows that the number of teachers on short and long-term disability appears to be increasing. Many studies have been done to find out what makes teachers' stressed, however, what is missing in the literature is information on what makes teachers well. A study on this special population might begin to shift the research from a teacher stress perspective to a teacher wellness perspective. It is anticipated that this study might be considered a first step in what could be the development of a 'Teacher Wellness' strategic planning process. Teacher wellness planning may be an important part of teacher revitalization.

Completion of this survey is voluntary. The anonymity of the School Districts who complete the survey will be protected as described on the enclosed Consent Form for Participation.

If you would like to find out more about this study or the enclosed survey you are welcome to contact me by email at llauzon@uvic.ca or by telephone at (250) 721-8378 at the University of Victoria. You can also contact my co-supervisors Dr. Martin Collis by email at mcollis@speakwell.com or by telephone at (250) 721-6997 or Dr. Bob Bell by email at bbell@uvcs.uvic.ca or by telephone at (250) 721-7872.

Enclosed you will find:

- 1) A Consent Form for Participation
- 2) A copy of the Teacher Wellness Program Survey
- 3) A self-addressed, self-stamped return envelope

I look forward to sharing the results of this study with you next year.

Sincerely,

Lara Lauzon
Assistant Professor and Ph.D. Candidate
University of Victoria
School of Physical Education

APPENDIX N (b)

INTRODUCTION LETTER – LOCAL PRESIDENTS OF
TEACHERS' UNIONS AND ASSOCIATIONS

November 25, 2000

Mr. or Mrs. or Ms. XXXXX

Address

City, British Columbia

Postal Code

Dear Mr./Mrs./Ms. XXX

My name is Lara Lauzon and I am an Assistant Professor at the University of Victoria, teaching in the School of Physical Education. This year I am also completing my Ph.D. research in the area of Teacher Wellness. As part of my research study entitled "Teacher Wellness: An Interpretive Phenomenological Inquiry – What Makes Teachers Well?" I am surveying all of the School Districts in British Columbia to determine whether or not wellness programs and services are currently in place for teachers in our province. All Local Presidents of District Teachers' Associations and Teachers Unions are being sent surveys. As well, surveys have also been sent to all Superintendents in British Columbia. I am hoping that this information will provide a snapshot of what wellness programs and services are available for teachers in our province. In addition to the distribution of the survey I will also be conducting in-depth interviews with teachers to discover how they define wellness and explore how they might plan for their own personal well-being. This letter is an invitation to complete the enclosed survey about Teacher Wellness programs in your School District. Your response will assist me greatly in the completion of my research.

Why might you consider completing this survey? Current reports in Canada and the United States suggest that teacher stress and burnout cost billions of dollars annually. Research also shows that the number of teachers on short and long-term disability appears to be increasing. Many studies have been done to find out what makes teachers' stressed, however, what is missing in the literature is information on what makes teachers well. A study on this special population might begin to shift the research from a teacher stress perspective to a teacher wellness perspective. It is anticipated that this study might be considered a first step in what could be the development of a 'Teacher Wellness' strategic planning process. Teacher wellness planning may be an important part of teacher revitalization.

Completion of this survey is voluntary. The anonymity of the Teachers' Associations and Teachers' Unions who complete the survey will be protected as described on the enclosed Consent Form for Participation.

If you would like to find out more about this study or the enclosed survey you are welcome to contact me by email at llauzon@uvic.ca or by telephone at (250) 721-8378 at the University of Victoria. You can also contact my co-supervisors, Dr. Martin Collis by email at mcollis@speakwell.com or by telephone at (250) 721-6997 or Dr. Bob Bell by email at bbell@uvcs.uvic.ca or by telephone at (250) 721-7872.

Enclosed you will find:

- 4) A Consent Form for Participation
- 5) A copy of the Teacher Wellness Program Survey
- 6) A self-addressed, self-stamped return envelope

If you are willing to complete this survey, please return it at your earliest convenience in the enclosed envelope. I look forward to sharing the results of this study with you next year.

Sincerely,

Lara Lauzon
Assistant Professor and Ph.D. Candidate
University of Victoria
School of Physical Education

APPENDIX O (a)

CONSENT FORM – QUESTIONNAIRE – SUPERINTENDENTS

CONSENT FORM FOR PARTICIPATION IN THE STUDY ENTITLED TEACHER WELLNESS: A PHENOMENOLOGICAL INTERPRETIVE INQUIRY-WHAT MAKES TEACHERS WELL?

A British Columbia Teacher Wellness Program Survey
University of Victoria - October 2000

Lara Lauzon, Assistant Professor and Ph.D. Graduate Student in the School of Physical Education, in the Faculty of Education at the University of Victoria is conducting a research study entitled Teacher Wellness: A Phenomenological Interpretive Inquiry – What Makes Teachers Well? This research is part of the requirements for a Doctorate of Philosophy and is being conducted under the supervision of Dr. Martin Collis and Dr. Bob Bell. You may contact Lara Lauzon at (250) 721-8378 or by email at llauzon@uvic.ca You may contact Dr. Martin Collis at (250) 721-6997 or by email at mcollis@speakwell.com and Dr. Bell can be reached by email at bbell@uvcs.uvic.ca or by telephone at (250) 721-7872.

The purpose of this research is to move beyond teacher stress literature and investigate what makes teachers well. The objectives of the study are: 1) to determine how Teachers define wellness; 2) to explore how Teachers would like to plan for their personal well-being; and 3) to determine what wellness programs and services are currently in place for teachers in British Columbia.

You are invited to participate in one part of this study (#3 above) by completing the attached survey. Completion of this survey is completely voluntary. If you agree to participate in this research, your participation will be the completion and return of the attached survey in the enclosed self-addressed, stamped return envelope. You can expect to complete the questionnaire within 5 to 10 minutes. If you do decide to participate, you may withdraw from the study at any time without any consequences or any explanation. If you do withdraw from the study, any data that has been collected from you, in partial form, will only be used in this study with your permission. The anonymity of the School Districts who complete the survey will be protected by the use of code numbers to identify the results obtained from the survey. The names of the School Districts who completed, or did not complete the survey will not be used in any published results or used without consent in any other way. The confidentiality of the School Districts who do choose to complete and return the survey will be protected by the retention of all collected data in a locked filing cabinet in the researcher's office at the University of Victoria. No identifying data will be made available to anyone other than the researcher. All participants signing this informed consent can expect confidentiality from the researcher.

Compiled data will be used only for research purposes for completion of the Ph.D. Dissertation, for dissemination of results in articles for publication and for conferences and workshops. The surveys will be disposed of by confidential shredding at the University of Victoria upon the completion of the Ph.D. You may verify the ethical approval of this study, or raise any concerns you may have by contacting: 1) the researcher, Lara Lauzon, 2) her supervisors, or 3) the Associate Vice-President-Research, at the University of Victoria at (250) 721-7968.

Your signature below indicates that you understand the above conditions of participation in this study and that you have been given the opportunity to have any questions you may have about the study answered by the researcher.

Participant's Signature

Date

PLEASE MAIL BACK TO THE RESEARCHER WITH YOUR COMPLETED SURVEY IN THE SELF-ADDRESSED, SELF-STAMPED ENVELOPE by June 8th 2001. THANKYOU.

APPENDIX O (b)

CONSENT FORM – QUESTIONNAIRE – LOCAL PRESIDENTS OF
TEACHERS' UNIONS AND ASSOCIATIONS

1

**CONSENT FORM FOR PARTICIPATION IN THE STUDY ENTITLED
TEACHER WELLNESS: A PHENOMENOLOGICAL INTERPRETIVE INQUIRY-
WHAT MAKES TEACHERS WELL?**A British Columbia Teacher Wellness Program Survey
University of Victoria - November 2000

Lara Lauzon, Assistant Professor and Ph.D. Graduate Student in the School of Physical Education, in the Faculty of Education at the University of Victoria (250) 721-8378; email: llauzon@uvic.ca is conducting a research study entitled Teacher Wellness: A Phenomenological Interpretive Inquiry – What Makes Teachers Well? This research is part of the requirements for a Doctorate of Philosophy and is being conducted under the supervision of Dr. Martin Collis (250) 721-6997; email: mcollis@speakwell.com and Dr. Bob Bell (250) 721-7872; email: bbell@uvcs.uvic.ca

The purpose of this research is to move beyond teacher stress literature and investigate what makes teachers well. The objectives of the study are: 1) to determine how Teachers define wellness; 2) to explore how Teachers would like to plan for their personal well-being; and 3) to determine what wellness programs and services are currently in place for teachers in British Columbia.

You are invited to participate in one part of this study (# 3 above) by completing the enclosed survey. Completion of this survey is completely voluntary. If you agree to participate in this research your participation will be the completion and return of the attached survey by return email. You can expect to complete the questionnaire within 5 to 10 minutes. If you do decide to participate, you may withdraw from the study at any time without any consequences or any explanation. If you do withdraw from the study, any data that has been collected from you, in partial form, will only be used in this study with your permission. The anonymity of the local Presidents and the Teachers' Associations and Unions who complete the survey will be protected by the use of code numbers to identify the results obtained from the survey.

The confidentiality of the local Presidents of Teachers' Associations or Unions who do choose to complete and return the survey will be protected by the retention of all collected data in a locked filing cabinet in the researcher's office at the University of Victoria. No identifying data will be made available to anyone other than the researcher. All participants signing this informed consent can expect confidentiality from the researcher.

Compiled data will be used only for research purposes for completion of the Ph.D. Dissertation, for dissemination of results in articles for publication and for conferences and workshops. The surveys will be disposed of by confidential shredding upon the completion of the Ph.D. You may verify the ethical approval of this study, or raise any concerns you might have by contacting: 1) the researcher, Lara Lauzon, 2) her supervisors, Dr. Martin Collis, or Dr. Bob Bell, or 3) the Associate Vice-President-Research, at the University of Victoria at (250) 721-7968.

Your signature below indicates that that you understand the above conditions of participation in this study and that you have been given the opportunity to have any questions you may have about the study answered by the researcher.

Participant's signature

Date

APPENDIX P (a)

SECOND LETTER OF INVITATION TO PARTICIPATE
Superintendents

May 15, 2001

xxxx

Dear xxxx:

Last November I sent you a letter requesting assistance with my Ph.D. study entitled "Teacher Wellness: An Interpretive Phenomenological Inquiry – What Makes Teachers Well?" Data collection includes a survey, sent to all Local Presidents of Teachers' Associations and Unions in British Columbia, to determine what (if any) wellness programs and services are currently offered for teachers in our province. A similar survey has also been distributed to Superintendents of each School District.

I am beginning the task of analyzing the data I have collected and my records indicate that I have not received a completed survey from you. I would like to include information from your Union in my study. Enclosed is another copy of the survey and a self-addressed, stamped envelope. If you have time to complete this survey and mail it back to me by Friday, June 8th, I would really appreciate it. To date I have had a 50% return rate of surveys from Local Presidents. I am now making one last request for this information.

Many studies have been done to find out what makes teachers stressed, however, missing in the literature is information on what makes teachers well. A study on this special population might begin to shift the research from a teacher stress perspective to a teacher wellness perspective.

Completion of this survey is voluntary. The anonymity of the Local Presidents and their Districts will be protected as described on the enclosed Consent Form for Participation. If you would like to find out more about this study you are welcome to contact me by email at llauzon@uvic.ca or by telephone at (250) 721-8378 at the University of Victoria. You can also contact my co-supervisors Dr. Martin Collis by email at mcollis@peakwell.com or by telephone at (250) 721-6997 or Dr. Bob Bell at bbell@uvcs.uvic.ca or by telephone at (250) 721-7872. I look forward to sharing the results of this study with you in the fall.

Sincerely,

Lara Lauzon, M.A.
Assistant Professor and Ph.D. Candidate
University of Victoria
School of Physical Education

APPENDIX P (b)

SECOND LETTER OF INVITATION TO PARTICIPATE
Local Presidents of Teachers' Unions and Associations

May 15, 2001

XXXXX

Dear xxxx

Last November I sent you a letter requesting assistance with my Ph.D. study entitled "Teacher Wellness: An Interpretive Phenomenological Inquiry – What Makes Teachers Well?" Data collection includes a survey, sent to all Local Presidents of Teachers' Associations and Unions in British Columbia, to determine what (if any) wellness programs and services are currently offered for teachers in our province. A similar survey has also been distributed to Superintendents of each School District.

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Completion of this survey is voluntary. The anonymity of the Local Presidents and their Districts will be protected as described on the enclosed Consent Form for Participation. If you would like to find out more about this study you are welcome to contact me by email at llauzon@uvic.ca or by telephone at (250) 721-8378 at the University of Victoria. You can also contact my co-supervisors Dr. Martin Collis by email at mcollis@speakwell.com or by telephone at (250) 721-6997 or Dr. Bob Bell at bbell@uvcs.uvic.ca or by telephone at (250) 721-7872. I look forward to sharing the results of this study with you in the fall.

Sincerely,

Lara Lauzon, M.A.
Assistant Professor and Ph.D. Candidate
University of Victoria
School of Physical Education