

A WHOLE SCHOOL APPROACH TO EDUCATOR WELLNESS

Supporting the whole educator through policies, practices, and processes that address the whole school and the whole system

EDUCATOR WELLNESS honors educators as whole people whose state of social, emotional, physical, mental, and professional well-being is impacted by the school’s organizational and individual systems.¹

These systems create positive or negative working conditions that impact the teaching and learning environment for students and educators.

A whole school approach to educator wellness names the intersecting systems factors that impact educator well-being.² Grounded in existing research, wellness models, and the experience of District of Columbia public and public charter schools, this approach supports the Office of the State Superintendent of Education (OSSE), local education agencies (LEAs), schools, child development facilities, and education partners to:

Center educator voice.

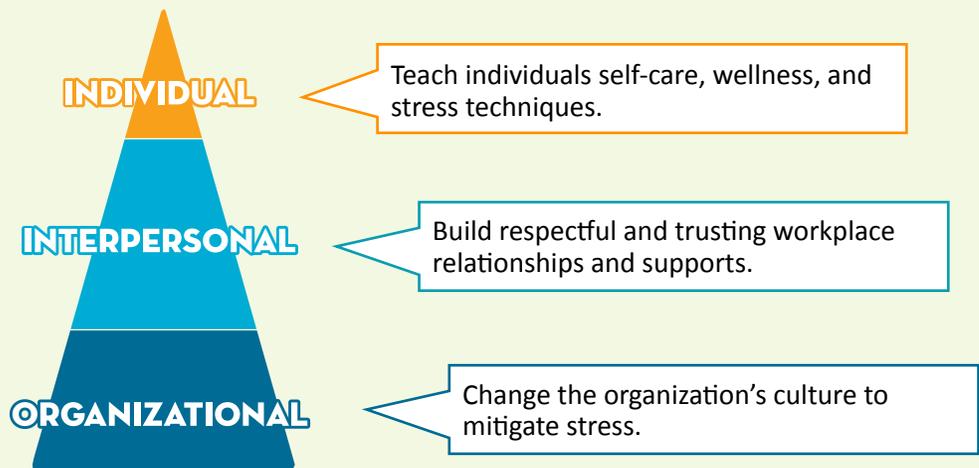
Educators must be able to authentically voice their thoughts and opinions to create work environments supportive of their well-being.

Recognize and treat staff as whole educators. Modeled after the [Five Essentials for Workplace Mental Health & Well-Being](#)

AN EDUCATOR IS WHOLE WHEN THEY FEEL:

SAFE	SEEN
The work environment is physically and psychologically safe and diversity, equity, inclusion, and belonging practices are operationalized for staff to be their authentic selves.	Educator voice is valued, and they feel authentically engaged in workplace decisions that encourage shared leadership, ownership, and provide clear connections to organizational goals.
BALANCED	
There is a balance between work and life and the necessary resources, benefits and supports are in place.	
SUPPORTED	GROWTH
Educators work in a culture that cultivates trusting relationships and fosters collaboration and teamwork.	Educators are provided opportunities for development, paths for career advancement, and reciprocal feedback.

Reflect on, implement, and integrate tiered approaches to address educator wellness as a whole school approach.



Acknowledge that educator wellness is impacted by the community and education environment in which educators work.

Educators, school and child development facility leaders, LEAs, and OSSE all play a role in supporting and advocating for educator wellness.



For more information please visit [OSSE.dc.gov](https://osse.dc.gov) and access A Blueprint to a Whole School Approach to Educator Wellness.

For questions regarding OSSE’s approach to educator wellness and supports please email OSSE.HYDT@dc.gov.

Footnotes

¹ Educator refers to all staff who work in a school building or child development facility.

² A comprehensive approach to educator wellness incorporates existing research and wellness models from [the Centers for Disease Control and Prevention \(CDC\)](#), [U.S. Surgeon General](#), [Pennsylvania State University](#) and [the Robert Wood Johnson Foundation](#) and the [Mayo Clinic](#).