



*Helping School Leaders
Flourish Not Just Cope*

2022 REPORT

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“ Participating in Flourish has been an absolute game-changer for me. I was finding it incredibly difficult to achieve and maintain a work-life balance. The increasing demands from Regional Office, a complex community, living on site, children with high levels of need and huge curriculum demands coupled with a 0.9 teaching load were really taking their toll. I found that I was taking work home constantly, sleeping poorly and my personal relationships were suffering as a consequence. Flourish has enabled me to create strong boundaries between work and home life which has led to better sleep, more ‘me time’ and improved personal relationships. I am more relaxed at work and I am achieving more during work time. My day is more structured and less chaotic and this is being reflected in a relaxed and happy workplace. I would highly recommend the Flourish program to anyone in a leadership role. Thank you Adam and team for a fantastic program!

- Hayley Laidlow - School Principal, QLD





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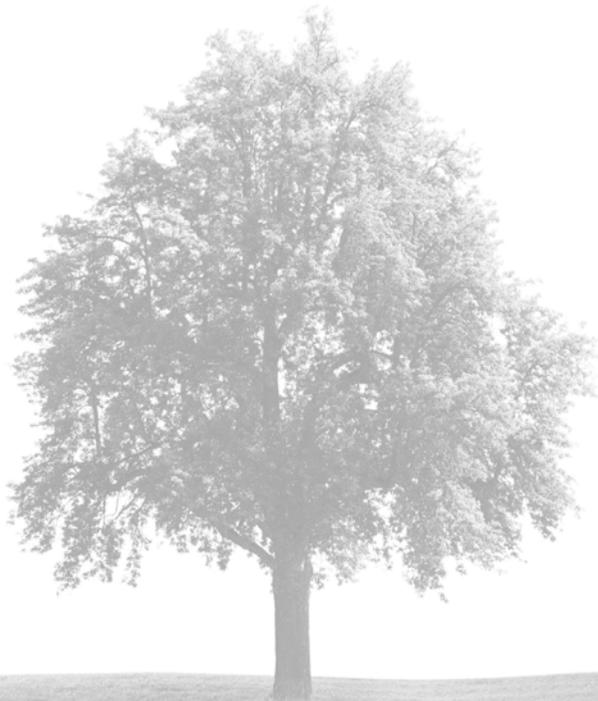
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Acknowledgements

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To the instigators who sought out what was possible to improve the wellbeing of School Leaders, Bob Willetts and Tony Gadd.

There have been certain groups who have been exceptionally proactive and supportive of both their School Leaders and The Flourish Movement. In NSW:

- The NSWPPA has been instrumental in their unwavering support of this program from their initial grant to aid in our start and of their School Leaders before, during and after COVI D. Special appreciation to NSWPPA President Ms Robyn Evans for her vision, positivity, and leadership.
- The Catholic Diocese of Education Parramatta now in their fourth year and extending the offering to the School Leaders, as well as School Principals. Special appreciation to Greg Whitby, Maura Manning, Tim Hardy, Lesley Said and Greg Elliott.
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In other states:

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To the participants, we owe you a debt of gratitude. Thanks for taking the time to collaborate with us and for taking a leap of faith that helped us create something truly special. Thank you too for your time, your thoughts and most importantly your trust. The work you do in leading our schools is selfless and inspirational.

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Preface

As researchers we specialise in numbers, data and accuracy. We don't specialise in emotion. However, 'The Flourish Movement' has been a very emotional project to work on. This project has been eye opening in terms of what an extraordinary group of people School Principals are. They literally need to wear capes to work.

The above paragraph was how we began our first report in 2019 after completing the research on the first eight groups in New South Wales. Nothing that we have observed or researched in the next 18 groups to complete Flourish has made us want to change this opening statement. In fact, it has only deepened our admiration and respect for this group of people.

To have the privilege to see how hard they work in the pre-COVID world was impressive, however, to see how adaptive and flexible they were to manage such a huge disruption to the way they work was inspiring and humbling to say the least.

Over the last six years there has been even more data published, such as Assoc. Professor Phil Riley's work, showing that the role is very challenging. The result is many School Principals exhibit significant increases in stress levels, emotional drain and feelings of burnout and frustration. The pandemic also increased the rate of change in their world and their role, leaving them to solve problems no one had ever faced before.

The Flourish Movement began as an altruistic partnership between Dr Adam Fraser, Dr John Molineux from Deakin University and the School Principals in NSW (led by Bob Willetts). This program has been designed with Principals, for Principals. The collaborative nature of the program is one of the reasons why it has been so incredibly successful. The program is now in 6 states and has seen over 900 School Leaders join the movement. The scope has also broadened to include Deputy and Assistant Principals and other Leadership positions. Essentially Flourish is for School Leaders as well as School Principals.



Previously, we were surprised by our research findings around how the School Leaders cope with such a difficult job, and this has not been dampened or changed in the last two years. What School Leaders have in common is that they have a suit of armour that they pull on each day to go to work. The armour consists of two parts:

1. The first is their incredibly high level of Psychological capital. Psychological capital consists of confidence, hope, resilience, and optimism. It is a tool kit they draw on to deal with high levels of pressure and stress. Our recent data shows that the Psychological capital of Leaders in recent groups is higher than earlier groups.
2. The second is the high level of meaning and purpose they have attached to the role. For them this job is a true vocation, it is bigger than themselves. This strong connection to meaning and purpose enables them to tolerate the difficult parts of the job. This was significantly tested over the pandemic and our research data has seen the first decrease in meaning in the role since we started this research in 2016.

While this armour protects them, it is a heavy burden to carry. The maintenance of the armour requires them to push themselves constantly, to overwork, to over commit and to feel guilty about taking time for themselves or their family. The guilt that Leaders feel when they are not able to be everything to everybody is palpable.

You could say in some ways School Leaders are too devoted, too resilient and too optimistic for their own good. We need to protect them, not because they are weak, but because they are too strong.

Wearing the armour comes at a cost. The most significant is the impact on their personal lives. During the pandemic, we know this only worsened their lack of work family balance and the stress of the day comes home with them. It also has a huge impact on their health, with many Leaders suffering significant health issues that can be related to stress. In this report we have reviewed these impacts to clarify their nature, as well as their



severity. Finally, their passion for the job is being eroded. Previously, the high levels of reporting and compliance took them further from the joy of focusing on education and making the school a better place to work and attend. Of concern though, our recent data shows that since the pandemic, there has been a reduction in the enjoyment of the role.

The Flourish Movement is a place where they can take off the armour, sit with their colleagues, be supported and have authentic and real conversations.

Throughout the pandemic we too had to change and adapt. We moved to delivering our program virtually which had the benefit of reaching more people in need and from all over Australia, but the challenge of not being in a space together.

Whilst this sounds like a sad tale it has a happy ending. Just like the Leaders themselves, we have hope and optimism for their future. The greatest things we have learnt from The Flourish Movement is that School Leaders are incredibly adaptable and have an amazing capacity to change their behaviour to improve their wellbeing, how efficient they are at work, their ability to deal with negative thoughts and emotions and their capacity to clearly articulate what they want to stand for as a leader. Given support and guidance, School Leaders have the capacity to dramatically evolve the way they work to make the job more sustainable, enjoyable and more impactful.

Dr Adam Fraser

Executive Summary

This report shows that The Flourish Movement program continues to lead to improvements in School Leaders wellbeing, balance and quality of life. These improvements occur regardless of the environment in which they find themselves in (COVID-19, managing from home) and how the program is delivered (face-to-face, fully virtual, or hybrid). When we look at all the groups over the last six years who have gone through The Flourish Movement, we see the following improvements:



Recovery activities
at home **14.4%**



Recovery activities
at work **27.6%**



Work-family
balance **17.6%**



Boundary
strength **54.2%**



My personal time
is my own **32.6%**



Wellbeing **9.0%**



Psychological
capital **7.8%**

We also saw School Leaders spending more time in the strategic and proactive parts of the job:



Time spent in Leading
teaching and learning **23.1%**



Time spent in People
development **16.2%**



Time spent in
School leadership **10.5%**

In addition, we see the following reductions:



Interruptions **35.5%**



Stressful issues **13.4%**



Stress **19.2%**



Work overload **18.2%**



Crisis management **23.4%**

In relation to the impact of the program, participants noted the following reductions:



Sleep problems due to work stress **19.4%**



Health risk for heart disease and stroke **16.5%**



Being overweight due to work pressures **15.8%**



Likelihood of taking leave to cope with stress **5.1%**



Likelihood of leaving the role due to stress and work pressure **8.3%**

All the above changes have a tangible real-world impact. School Leaders' lives are significantly different, that being significantly better after participating in the program. These positive improvements can be translated to a return on investment (ROI) for school Leaders. The ROI calculation demonstrates that investing in the wellbeing of School Leaders gives a huge return. In fact, for every dollar spent on their wellbeing there is a 299% return in the first year and 231% in each subsequent year for the first four years.

As the Flourish research has been carried out consistently over the last six years, we are able to compare different groups so as to understand the impact of certain changes on School Leaders.

We compared the percentage improvement in early groups (first 8 groups) vs the later groups (next 18 groups) and the face-to-face groups (first 16 groups, pre-COVID) vs the hybrid groups (10 groups that did the program following the start of COVID-19). For the majority of constructs, there is very little difference between the improvements in the various groups. Where we did see some differences was in the hybrid groups which didn't see as great an improvement in Work-family balance, Stressful issues, Work overload, and Boundary strength. However, this reduced improvement seems reasonable considering that the School Leaders were dealing with so much change and disruption due to the pandemic. The increased workload and urgency in the role over that time would mean that work was more frequently intruding into family time.

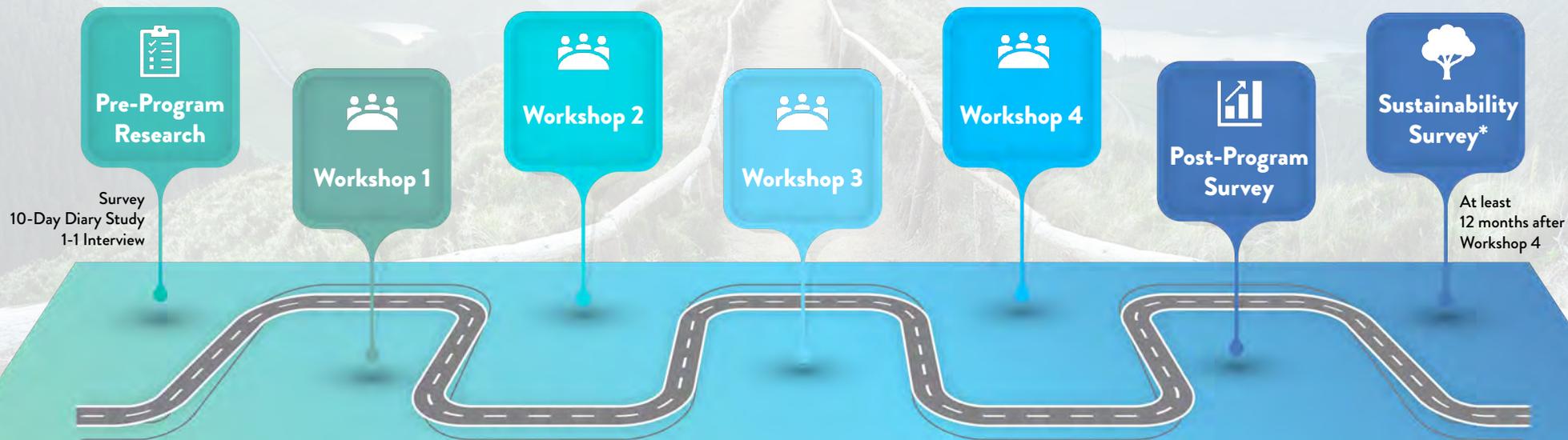
This was supported by the data, exploring how much time was spent in different work roles and tasks. Participants in the hybrid groups exhibited a reduction in the percentage of their day spent in proactive tasks such as Strategy and People development, while spending more time in reactive tasks like covering Teaching gaps, plus People management and Internal meetings.

An unexpected finding was that pre-program, the hybrid and later groups had higher scores for many of the constructs. Pre-program scores for Recovery, Work-family balance, Boundary strength and Psychological capital were higher for the hybrid groups when compared to the other groups. In addition, Stress levels pre-program were also lower for the hybrid groups.

We expected that the pandemic would lead to increases in Stress and Workload and a decrease in Work-family balance. Some possible reasons for why our data showed the opposite are: some of the restrictions that occurred over that time such as not having parents on site, fewer initiatives launched, and less reporting required by each state's Department of Education actually reduced the pressure on the School Leaders. Another explanation is that these circumstances meant that the program attracted more proactive School Leaders. People with poor wellbeing habits tend to withdraw and push themselves harder when they go through a lot of change and disruption, while people with good wellbeing habits tend to invest more in themselves when they are under pressure. The context could have meant that the difficult circumstances attracted School Leaders with higher scores.

The results of this report show that participation in The Flourish Movement program leads to a significant and lasting impact on School Leaders' wellbeing and effectiveness, irrespective of time or mode of delivery.

The Flourish Journey



+ ONGOING BEHAVIOURAL SUPPORT AND BUDDY CHECK INS

The Flourishers

There were 412 participants from three states in Australia – New South Wales, Queensland, and Tasmania, who completed all aspects of the program, including the baseline (pre-program) and evaluation (post-program) surveys, out of a total of 700 School Leaders who were involved in the program. The demographics of the 412 participants are reported below:

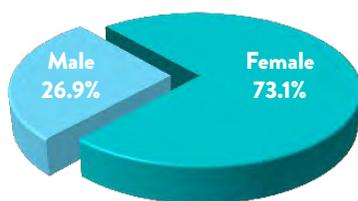


Figure 1: Gender

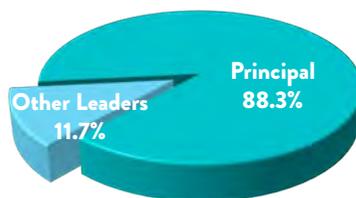


Figure 2: Role

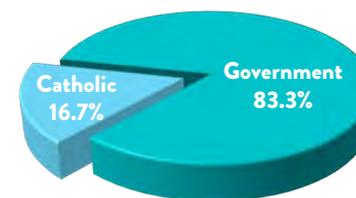


Figure 3: School sector

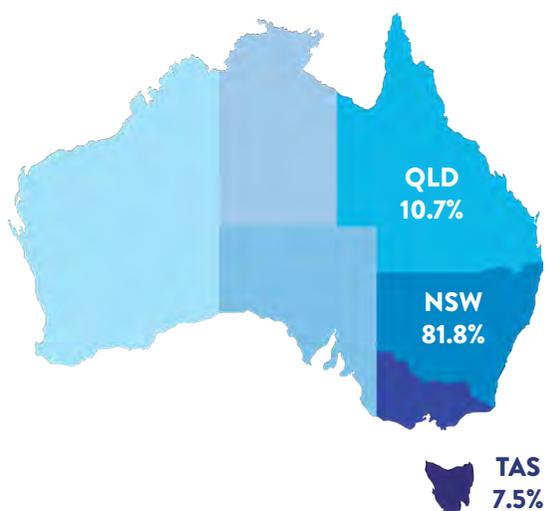


Figure 4: Location

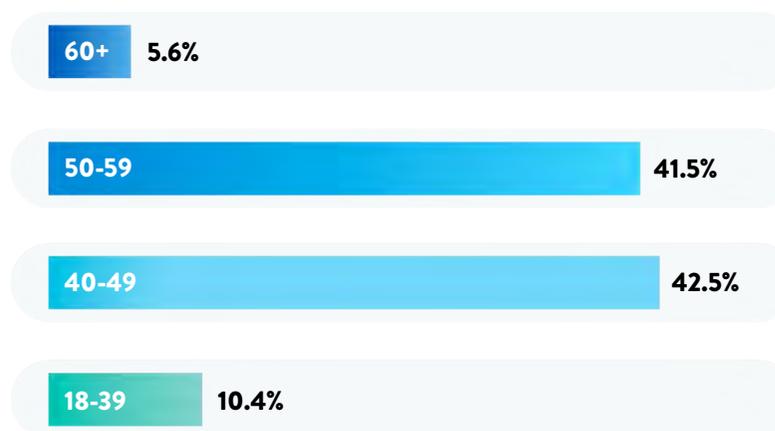


Figure 5: Age profile



Figure 6: Years of experience

BROADER SCOPE

In 2019, it became apparent to our team that wellbeing assistance was needed at other levels of leadership within schools. We had Deputy and Relieving Principals wanting to take part in the program but unsure as it was marketed for school Principals only. As a result, The Flourish Movement or Flourish as we now call it, has become available for all School Leaders, including heads of schools or departments, Acting and Relieving Principals, as well as Deputy and Assistant Principals.

The feedback from these other leadership roles was that the strategies taught, not only helped them with their current role, but gave them the inspiration and confidence to realise that they will be able to step into the Principal role. We found that Flourish equipped them for the future by increasing their certainty that they have the knowledge, skills, tools and training to better manage their wellbeing and effectiveness. Also, the deep conversations they had with the School Leaders in the group gave them insights into the role that they wouldn't normally get.

We hope that this will enable School Leaders to be more likely to take that final step into the principalship and to help them thrive and be successful within that role. Hence, throughout this report, you'll see we refer to School Leaders rather than solely School Principals.



Principals



Deputy
Principals



Assistant
Principals



Relieving
Principals



Acting
Principals



Heads of
Departments

The background of the slide features a collage of financial data visualizations. At the top, there is a line graph showing an upward trend. Below it is a bar chart with 12 bars, labeled with numbers 5 through 12. In the center, there is a pie chart with segments labeled 32, 65, and 268. To the right, there is a table with columns labeled Q1 and Q2, and rows with values 513, 214, and 397. At the bottom, there is a vertical scale from 1,000 to 5,000. A silver pen is positioned diagonally across the bottom half of the image. Two solid blue vertical bars are located on the left and right sides of the image area.

Section 1

RESEARCH AND INTERVENTION METHODOLOGY

The Flourish Movement is an evidence based program, tailored to the needs of individuals and specific cohorts. This section reviews the research and intervention methodology used in the program to achieve this level of customisation and individualisation.

The Research Process

The agreed process consisted of several research activities, along with several intervention activities. The research activities followed a longitudinal mixed method design (Plano Clark et al, 2015). The first research aspect would include research into the role, workload and other factors associated with a school Principal's activities. This had four initial components: the first was a baseline survey, which included a range of constructs that would not show much variation over a short time period, including demographic information. The second was a ten-day diary study, also called an experience sampling survey method (Reis and Wheeler, 1991), with three short daily electronic surveys to be completed each day. The third component involved Dr Molineux compiling the results of the diary study for each individual participant and forwarding the results back to those individuals. The fourth component was an interview, which was based around an in-depth discussion and understanding of the diary study results for each participant. Approximately 12 months later, a second baseline survey and shorter five-day diary study were conducted to establish whether any changes had been made since the start of the program.

The intervention aspect is a series of four workshops designed and created by Dr Fraser, facilitated by either Dr Fraser or one of the Flourish facilitators and coordinated by Dr Fraser's team, with the group of participating School Leaders, plus their own self-initiated activities. Each of the workshops was to focus on a different aspect of work or life. The first workshop focused on recovery and wellbeing, including the concept of the Third Space (Fraser, 2012); making relaxation a regular habit; and the science of sleep. The second focused around improved work practices and re-engineering the way they work to minimise interruptions and increase the enjoyment they get from their work. The third focused on learning to manage more effectively difficult thoughts and feelings, through greater psychological flexibility. The fourth focused on helping them understand the impact they have as a leader on the culture of their school. It also explored constructive leadership practices and each participant got clear on their leadership aspiration. Along with this, the School Leaders' group set up a buddy support system for each other.

In the diary study surveys, School Leaders were asked to categorise their work and work tasks in percentage terms for the morning, the afternoon, and after hours. The diary study was structured as follows:

- The categories of Work roles and Work tasks were developed in consultation with several Principals within the first group. These discussions were iterative over a period of several days and involved emails and phone calls. After agreement, the categories were included in both the baseline survey and the diary study questionnaires.

- The number of hours of after-hours work was recorded in the beginning of workday survey, referring to the quantity of additional hours of work since the end of work on the previous working day.
- So as not to make the daily surveys too long, single item questions were used to measure energy level, Stress, mood, Interruptions, and Recovery, in a structure recommended for diary studies by Ohly et al (2010).
- Energy level and Stress level were recorded using a five-point Likert-type scale.
- Interruptions were measured using a choice of a numeric range.
- A selection of words was used for the question relating to mood participants felt in the morning and afternoon. The words were adapted from those tested in the COPAS scale by Gilbert et al (2008) and from words assessed by Strauss and Allen (2008) as negative, neutral, or positive. This process is similar to the procedure used by Bledow et al. (2011) and Sonnentag et al (2008).
- Recovery was measured by a frequency scale against a range of recovery activities.
- Flow was measured using an adaptation of five questions used by Ceja and Navarro (2011) for the factors of Challenge, Skill used, Interest level, Enjoyment, and Time perception.
- Finally, as an option, the School Leaders were asked to write comments about the best thing and worst thing in relation to the particular period of work, which helped to identify any particular issues and factors relating to a work period.

The participants in the diary study completed diary study entries over a maximum period of ten days at three times a day. The diary study entries were made at the beginning of the working day, which included work done after hours on the previous day, at lunch time, and at the end of the normal working day. Typically, the morning entries were completed between 6am and 8am, lunch time between 12 noon and 2pm, and the end of the workday between 5pm and 7pm. Demographic and other baseline data was collected separately. All entries were made directly via a Qualtrics survey database.

Participants' experiences of flow were then matched against the categories of specific tasks that they were completing during either the morning or afternoon periods of work. A similar method was undertaken by Ceja and Navarro (2011), who conducted a longitudinal study using the experience sampling method with 6981 registers of data from a sample of 60 employees. They note that within-persons research is important because it takes into consideration the temporal factor, bringing with it "the potential to capture intra-individual variability in well-being over time" (p.629). It also gives a better and understanding of "how psychological processes change over time and how they relate to person and situation factors and their interaction". Also, as Reis et al (2000) explain, processes that govern momentary experiences may not be the same as those operative at the between-person level of analysis.

Following the diary study, most of the diary study participants agreed to be interviewed about their experiences and proceeded to participate in a semi-structured phone interview conducted by Dr John Molineux or Tanya Heaney-Voogt. The interviews took place within a few days of the conclusion of the diary study. First, diary participants were contacted for the interview. Second, the participants who agreed to be interviewed were sent a summary of the results of their individual diary study for discussion purposes. The summary of results consisted of a series of charts and tables which mapped out their responses to each diary study question, plus tables for the responses to questions which required a statement rather than a value. The interviews then took place within a few days and were between 25 and 75 minutes in length, with an average of 40-45 minutes. The interviews took the form of the general interview guide approach, recommended by Patton (2005) and Richards and Morse (2013), where the researcher is able to explore particular issues without asking identical questions of interviewees.

BASELINE LONGITUDINAL STUDY

At the start of the research (pre-program) and at least a month after the conclusion of the fourth workshop (post-program), a survey was conducted. A total of 412 participants completed both surveys, resulting in the comparative data reported in this report.

In the surveys, School Leaders were asked to categorise their work and work tasks in a normal month. They were also asked a range of questions relating to several constructs. The following sets of questions were asked in both surveys:

- Work-family balance was measured with three items from the scale developed by Carlson, Grzywacz, and Zivnuska (2009). A sample item is 'I am able to accomplish what is expected of me at work and in my family'.
- Boundary strength used five items from the measure developed by Hecht and Allen (2009). A sample item is 'I often do work at home'.
- Engagement at work was measured using nine items relating to Absorption, Enjoyment and intrinsic work Motivation from the WOLF scale (Bakker, 2008). A sample item is 'I am totally immersed in my work'.
- Flow at work was measured using an adaptation of five questions used by Ceja and Navarro (2011) for the factors of Challenge, Skill used, Enjoyment, Interest level and Time perception using a ten-point scale.
- Social support used four items from the social support dimension of the Work Design Questionnaire (Morgeson & Humphrey, 2006). A sample question is 'People I work with take a personal interest in me'.

- Supervisor support used four items from Behson (2005). A sample item is 'My supervisor has expectations on my performance on the job that are realistic'.
- Psychological capital was measured using 12 questions from the scale developed by Luthans et al. (2007). A sample item is 'I always look on the bright side of things regarding my job'.
- Recovery at work and Recovery at home were each measured with frequency questions on four aspects of recovery: exercise, meditation/reflection, debriefing, and social interactions. It derives from recovery measures developed by Sonnentag and Fritz (2007).
- Work Stress was measured using a four-item scale (Behson 2005). A sample item is 'how often do you feel emotionally drained from your work?'
- Wellbeing was measured by a composite of seven items from the Satisfaction with life scale (Diener, Emmons, Larsen & Griffin, 1985) and Gallup's wellbeing scale (Rath & Harter, 2010).
- Interruptions was captured using four items developed by the authors. Participants were asked to estimate over a typical working day how many times they were interrupted by a) 'reviewing or responding to emails'; b) 'responding to phone or text messages'; c) 'people dropping by to ask questions or discuss issues'; and d) 'the number of changes in work tasks'. Interruptions used a five-point frequency scale.

As mentioned for the diary study, Work roles and Work tasks of School Leaders were measures developed by Dr Molineux and Bob Willetts in an iterative consultative process with the coordinating group of school Principals. Data from the diary study is not included in this report as it is used only for the participants in each group. This data is used as a key discussion point in the interviews and at workshop 2 and thus is not presented here.

All measures, with the exception of Interruptions, used a five-point scale or in the case of Psychological capital, a six-point scale and Flow a ten-point scale. The scales were converted to numeric data as follows: Strongly agree = 5; Agree = 4; Neither agree nor disagree = 3; Dis-agree = 2; Strongly disagree = 1.

The post-program survey also included open-ended questions about change and implementation of learning.

In initially comparing the data between pre-program and post-program, the mean scores were obtained for the group on each construct. Only the data from participants that completed both the pre and post-program surveys were included in the analysis of change. The rate of change was calculated by dividing the score for post-program by the score for pre-program.

THE INTERVENTION PROCESS

The intervention process consists of four full-day workshops that gather all participants from each specific group.

Workshop 1 - Recovery – How to support your wellbeing and prevent burnout.

Workshop 2 - Living above the chaos – How to manage your internal and external worlds to be more focused and to reduce the number of interruptions in a day.

Workshop 3 - Controlling the voices – Effectively dealing with negative thoughts and emotions.

Workshop 4 - Finding your true north – Getting clear on your purpose and the impact you want to have as a leader.

Educators gain knowledge on the latest psychological research and learn and develop strategies and techniques in relation to working as a School Leader. They also complete detailed action plans that allow them to clarify and identify their individual drivers for change, the exact behaviours they are going to change, how they will do it, why they will do it and the impact it will have on their work, personal lives, and their schools. The information in these sessions is updated regularly and is adapted, as required, for each cohort depending on the data received in the pre-program research.

By attending these workshops together, School Leaders are provided with the opportunity to connect and collaborate with their peers, which will then enable them to create and improve their professional network. By sharing experiences and opinions through group discussion, they broaden their knowledge and capabilities and therefore, improve their professional practice and performance. In this intervention, we use techniques such as the buddy system to give them the chance to share their doubts and struggles, get support, be held accountable and share their success stories and how their action plans have helped them.

During the pandemic, these workshops moved to live virtual sessions. While the content remained the same, the delivery involved more interaction, group work, and use of breakout rooms. Due to the pandemic, there are some areas where the results from groups who did the program virtually have differed from those with the original pre-pandemic face-to-face delivery, and then there are other areas that have not differed significantly in their results. Many of the variances are a direct result of the pandemic and serve to offer a description of how the role had to change to meet the required needs of the circumstances in terms of Work roles and Work tasks, but also where School Leaders continued to develop and grow and improve their wellbeing by partaking in the program.

As such, we have now been able to introduce hybrid groups, where some participants attend the workshops in person and those who wish to can attend via the virtual system. This has allowed many participants from remote locations to participate, who otherwise would never be able to.

PROGRAM ANALYSIS

As described in the research and intervention process, before the start of program every participant filled out a pre-program survey which measured a series of psychological constructs and gives each person a baseline from which they are starting. It also allowed us to document their progress when they fill out the same survey at the completion of the program.

For the purpose of this report, we will be comparing the baseline scores of the later groups (18 groups who completed the program in 2019-2021) with those of the earlier groups (8 groups who completed the program in 2017-2018). We have also divided the results into groups that completed the whole program face-to-face, or pre-COVID (16 groups), and those that, due to pandemic restrictions, did the Flourish program virtually, or in a hybrid style (had both face-to-face and virtual sessions), thereby having been impacted by COVID-19 (10 groups). This will give us an insight into how the dramatic shifts in education seen over 2020 and 2021 have impacted School Leaders.

<i>Category</i>	<i>Sub-category</i>	<i>Program completion year</i>	<i>Total groups in each sub-category</i>
OVERALL	-	2017-2021	26
TIME	Earlier groups	2017-2018	8
	Later groups	2019-2021	18
DELIVERY	Face-to-face groups	2017-2019	16
	Hybrid groups	2020-2021	10

Table 1: Data breakdown categories

A black and white photograph of a hand holding a small tree growing from soil. The hand is positioned at the bottom, with the palm facing up. The tree is in the center, with its roots in the soil. The background is a light, neutral color. The image is framed by a blue border on the left and bottom.

Section 2

PROGRAM DATA

Comments and data from each of the constructs measured in the pre-program survey and post-program survey is reported in this section.

1. Recovery

Regular recovery (strategies that help people deal with stress) is an important aspect of wellbeing. Overall, prior to being involved in the program, participants showed poor Recovery habits at work and moderate Recovery at home. Table 2 shows the results, with an overall score for all groups of 2.12 out of 5 for Recovery at work. At this level, these recovery activities involve mostly talking to others, social media, and some debriefing. The overall Recovery at home score of 2.99 was somewhat higher, but most School Leaders indicated they were not implementing high yield activities like getting regular exercise or doing any kind of regular reflection or meditation.

Following the completion of the program, we saw a significant improvement in Recovery across the groups of participants, as noted in Table 2, with Recovery at home improving by 14.4% and Recovery at work improving by 27.6%.

There was little difference between the earlier and later groups in terms of improvement in Recovery activities. What was interesting is that the later groups had better pre-program scores for Recovery at work and at home, compared to the earlier groups. The reasons for this could be due to a greater attention and focus on wellbeing for School Leaders and in schools in general. With the analysis of face-to-face to hybrid groups, a similar pattern follows where the hybrid groups had higher pre-program and post-program results for Recovery. It is great to see that Recovery at work improved post-program for those in the hybrid groups by 25.5%, as well as Recovery at home by 11.7%, despite the high pressures of the pandemic.



Recovery at
home **14.4%**



Recovery at
work **27.6%**



Recovery - Overall		
	Recovery at work	Recovery at home
Pre Flourish	2.12	2.99
Post Flourish	2.70	3.42
Change	0.58	0.43
Percentage Change (%)	27.6	14.4

Table 2: Recovery Overall (all 26 Flourish groups)

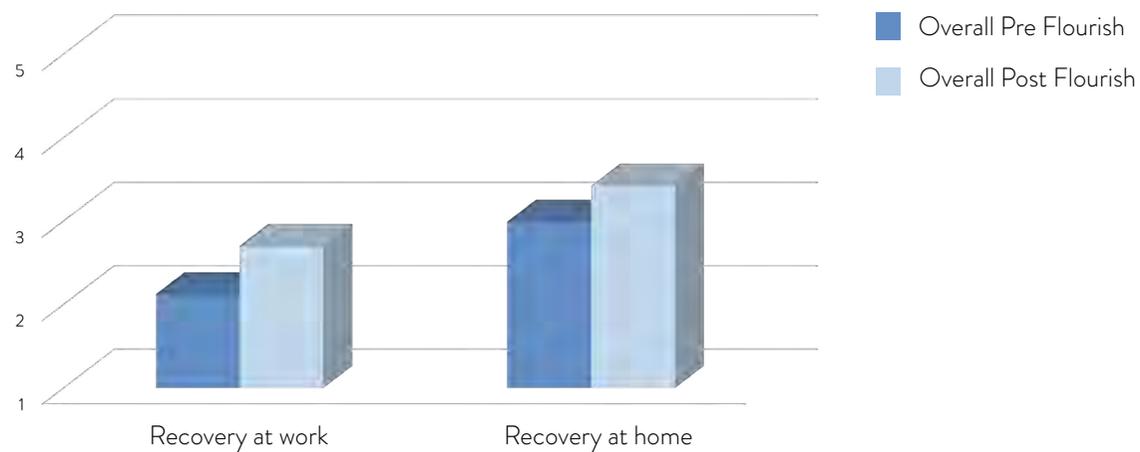


Figure 7: Recovery Overall (all 26 Flourish groups)

Recovery - Time				
	Recovery at work		Recovery at home	
	Earlier Groups	Later Groups	Earlier Groups	Later Groups
Pre Flourish	2.02	2.17	2.86	3.05
Post Flourish	2.62	2.74	3.34	3.45
Change	0.60	0.57	0.48	0.40
Percentage Change (%)	29.7	26.6	16.8	13.4

Table 3: Recovery changes based on program completion time

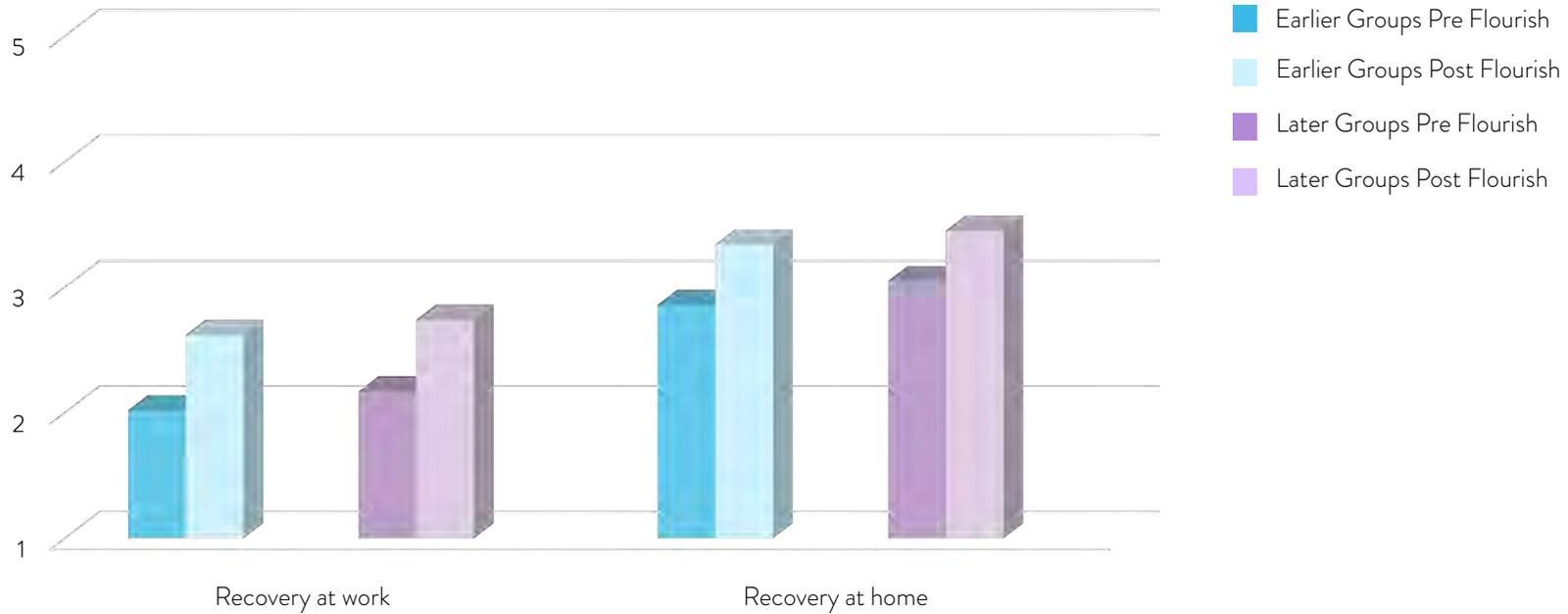


Figure 8: Recovery changes based on program completion time

Recovery - Delivery				
	Recovery at work		Recovery at home	
	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups
Pre Flourish	2.07	2.20	2.91	3.11
Post Flourish	2.67	2.76	3.38	3.47
Change	0.60	0.56	0.47	0.36
Percentage Change (%)	28.9	25.5	16.2	11.7

Table 4: Recovery changes based on program delivery mode

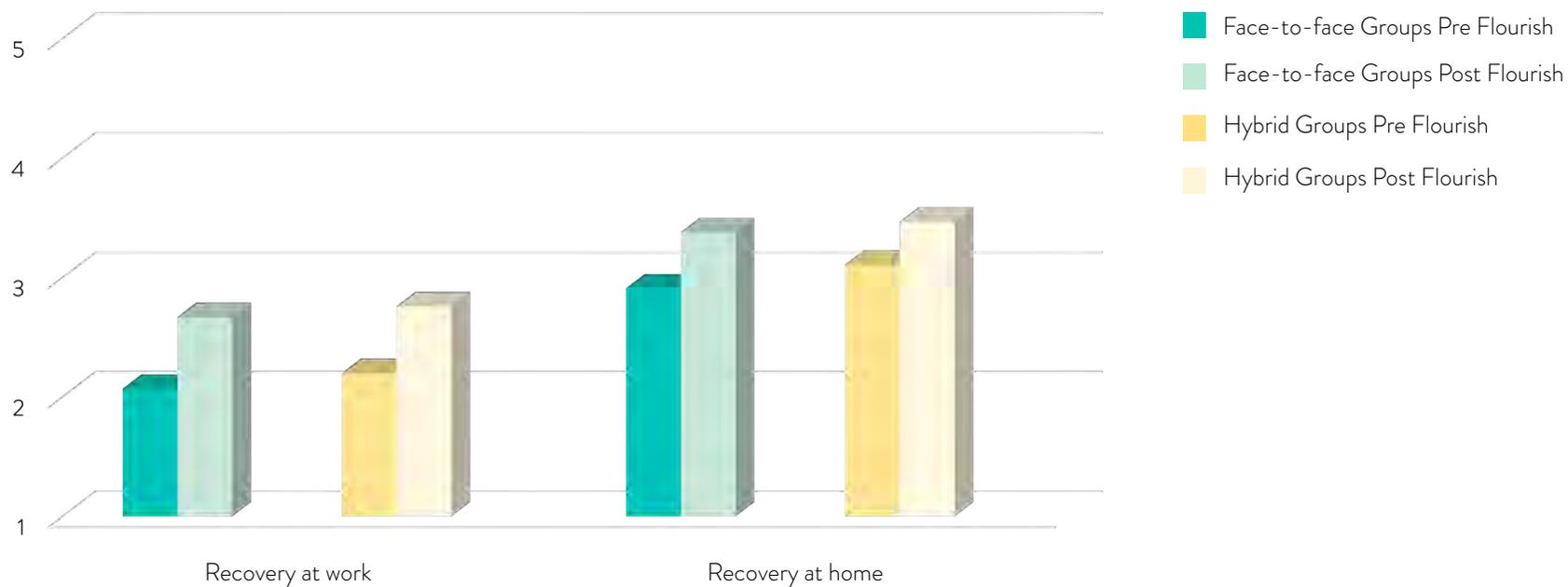


Figure 9: Recovery changes based on program delivery mode

2. Stress, Stressful issues and Work overload

The Australian Principal Health and Wellbeing Survey has repeatedly stated that the average Principal has significantly more stress than the average Australian. The impact of high stress levels over long periods of time on a person's wellbeing is well known and documented. The NSW Teachers Federations report states that, on average, a school Principal works 62 hours per week.

When commencing these analyses, we hypothesised that Stress, Stressful issues and Work overload would be higher in the later groups due to significant increases in stress in the population in general due to world events (COVID-19) and local events (NSW bushfires and floods of 2020). However, our data does not support this. The data in Table 7 shows that, when compared to the face-to-face (pre-COVID) groups, the hybrid groups had slightly lower Stress levels and a 0.08 difference in Stressful issues over the pandemic. This is a fascinating finding. Also, Work overload at pre-program is slightly lower in hybrid groups than in face-to-face groups

From Table 4, it is noted that the perception of Stressful issues, such as dealing with conflict, work crises, organisational demands (e.g. compliance) and time constraints, reduced post-program by 13.4%. Interestingly, this is very similar between the earlier (13.9%) and later groups (13.2%). Further, the actual levels of Stressful issues are also almost identical at pre-program (3.66 - earlier groups, 3.63 - later groups) and post-program (3.15 - earlier groups, 3.15 - later groups). However, when we look at face-to-face compared to hybrid, those in the hybrid groups did not have as large a reduction in Stressful issues. The pandemic clearly had an impact on their Stressful issues scores.

Stress has a significant impact on our health and wellbeing, and for School Leaders this has been a long running issue. From the data shown in Table 5, we found that, overall, pre-program Stress levels were 3.60 out of 5, which means that participants experience stress quite often in their roles. This means they are emotionally drained, stressed or burned out, frustrated, and have difficulty in coping with all the work. Stress for all groups is reduced by 19.2% post-program which is consistent with the previous findings from the 2019 report. This is a great result. In fact, there is little difference in Stress reduction over the program between earlier (20.4%) and later groups (18.6%). Counterintuitively, earlier groups had higher Stress levels at baseline compared to later groups (3.72 v 3.54). This pattern also follows in the face-to-face and hybrid analysis where the hybrid groups started at a lower baseline (3.65 for face-to-face and 3.51 for the hybrid groups). This is unexpected given all the change and disruption that was happening in the world when the hybrid groups were doing the program. It suggests that School Leaders are so used to working in stressful environments, COVID-19 was another stress they had to deal with.

In our early groups, Work pressure was the measure used. This looks at how much pressure they feel from the job. However, in the course of continued evaluation of The Flourish Movement Program, Dr Molineux reviewed the construct for Work pressure and resolved that this construct should be changed to Work overload. Work overload is a stronger indicator of how the School Leader is managing, rather than assessing the volume of work. It also measures how overwhelmed the School Leaders feel from the role. Because of this change in measurement, comparison between the two groups is not possible. Having said that, the post program results show decreases in both Work pressure and Work overload by 18.2% and 18.5% respectively. In the face-to-face and hybrid comparison, Work overload was lower at baseline for the hybrid groups (3.75 v 3.85). However, the hybrid groups did not see as significant a reduction in this construct as the face-to-face groups (16% reduction vs 20.9% reduction). This was most likely due to the ever-changing workload they were facing.

This makes the hybrid groups' post-program results in Work overload, Stress and Stressful issues interesting with regard to COVID-19. The impact of the pandemic was far reaching and dramatically altered how the School Leaders were working. Therefore, one might expect that all these constructs would be much higher for the hybrid groups' pre-program measure. It's possible that the source of the Stress and Stressful issues changed. While some stressors were added, others may have been reduced, such as parents not being allowed on site at the school, and the Departments of Education reducing the reporting and compliance load on the School Leaders.

In a separate project, we measured how well a number of schools in NSW handled the shift to remote learning. The results showed that the schools adapted brilliantly, as measured by the staff and parents. What we can take from this is that it appears that School Leaders are well versed in dealing with stressful issues and they are incredibly resilient.



<i>Stress, Stressful issues and Work overload - Overall</i>				
	Stress	Stressful issues	Work pressure	Work overload
Pre Flourish	3.60	3.64	3.19	3.80
Post Flourish	2.90	3.15	2.60	3.11
Change	-0.70	-0.49	-0.59	-0.69
Percentage Change (%)	-19.2	-13.4	-18.5	-18.2

Table 5: Stress, Stressful issues and Work overload Overall (all 26 Flourish groups)

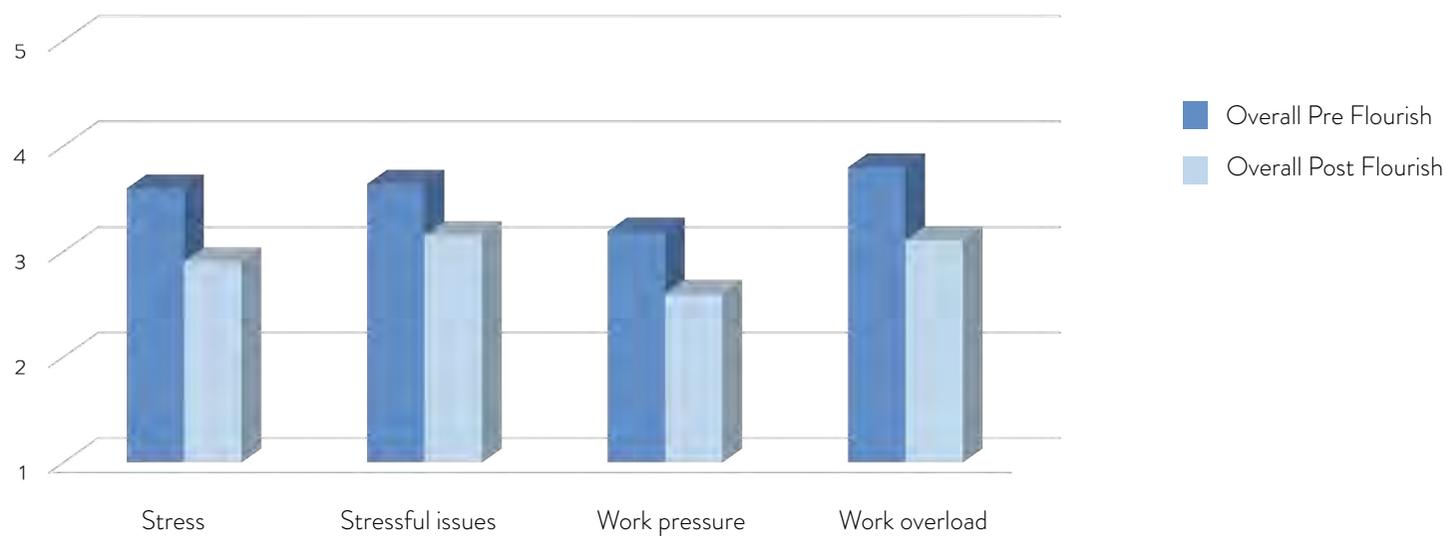


Figure 10: Stress, Stressful issues and Work overload Overall (all 26 Flourish groups)

Stress, Stressful issues and Work overload - Time								
	Stress		Stressful issues		Work pressure		Work overload	
	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups
Pre Flourish	3.72	3.54	3.66	3.63	3.19	-	-	3.80
Post Flourish	2.96	2.88	3.15	3.15	2.60	-	-	3.11
Change	-0.76	-0.66	-0.51	-0.48	-0.59	-	-	-0.69
Percentage Change (%)	-20.4	-18.6	-13.9	-13.2	-18.5	-	-	-18.2

Table 6: Stress, Stressful issues and Work overload changes based on program completion time

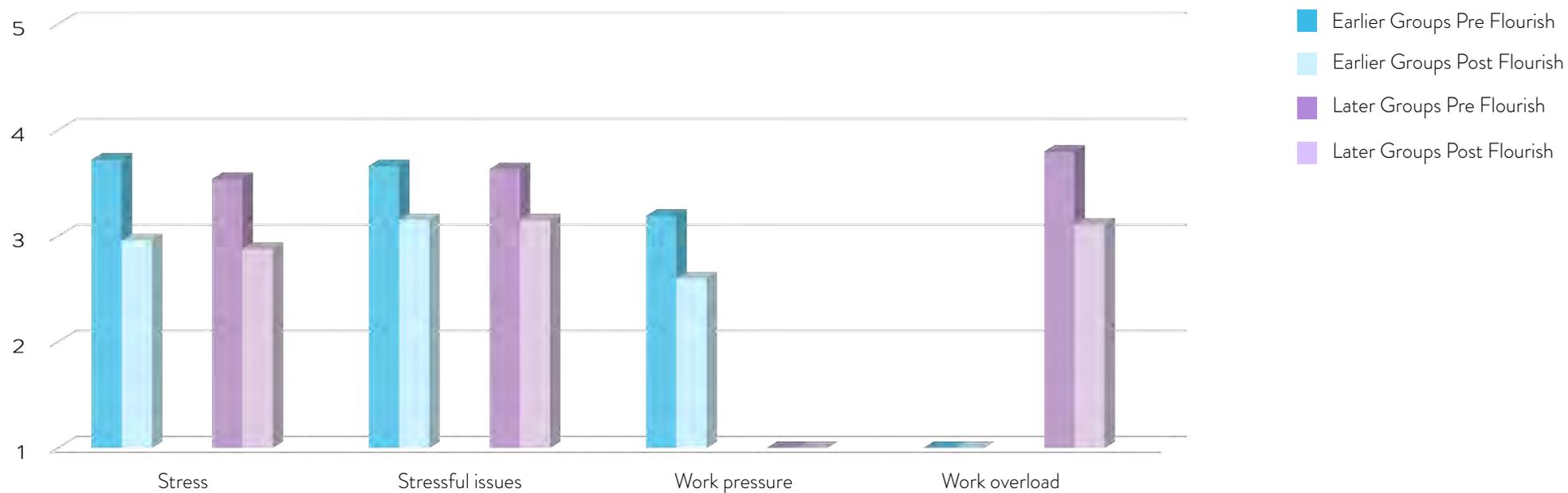


Figure 11: Stress, Stressful issues and Work overload changes based on program completion time

Stress, Stressful issues and Work overload - Delivery

	Stress		Stressful issues		Work pressure		Work overload	
	Face-to-face Groups	Hybrid Groups						
Pre Flourish	3.65	3.51	3.61	3.69	3.19	-	3.85	3.75
Post Flourish	2.89	2.93	3.07	3.28	2.60	-	3.05	3.15
Change	-0.76	-0.58	-0.54	-0.41	-0.59	-	-0.80	-0.60
Percentage Change (%)	-20.8	-16.6	-14.9	-11.1	-18.5	-	-20.9	-16.0

Table 7: Stress, Stressful issues and Work overload changes based on program delivery mode

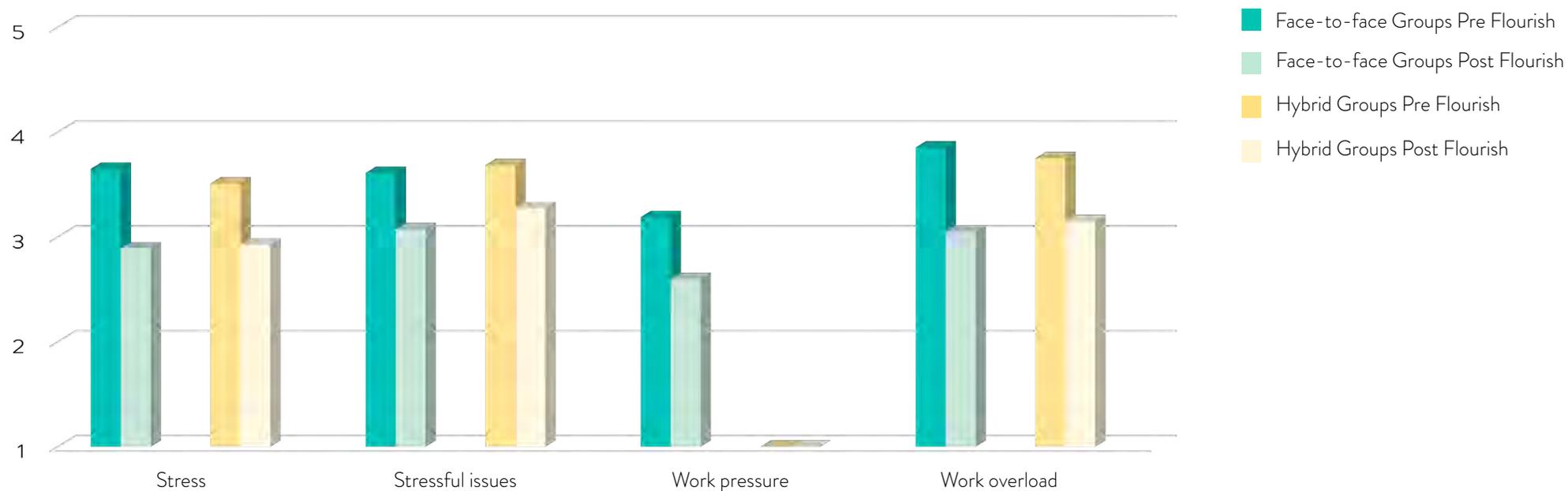


Figure 12: Stress, Stressful issues and Work overload changes based on program delivery mode

3. *Work-family balance*

Our survey measured two work-life constructs – Work-family balance (WFB) and work-home Boundary strength. The first measure looks at the impact of work on home life and the second measure examines the level of integration or separation of work and home. Table 8 shows the results of these constructs, as well as ‘My personal time is my own’, which is a sub-construct of Boundary strength. In the overall data, pre-program, WFB shows a moderate score of 3.37 out of 5, which is between Sometimes in balance and Frequently in balance. Boundary strength however, was very weak, with a score of only 1.80, showing that work was very intrusive into their home life. In terms of whether they felt like ‘My personal time is my own’, School Leaders rated this as a score of 2.71 out of 5 which is between ‘sometimes’ (3) and ‘occasionally’ (2). Interestingly, the later groups scored higher on Work-family balance, Boundary strength and ‘My personal time is my own’, in the pre-program survey than the earlier groups.

Overall, post-program results show participants’ Work-family balance improved by 17.6%, and their Boundary strength improved by 54.2%. In addition, we saw an increase of 32.6% in how much they felt ‘My personal time is my own’. This means that, following the program, School Leaders are much more successful at separating work and home, resulting in them being able to be more present in the home.

These results continue to be positive and show how School Leaders have been able to re-assess their priorities in life and re-connect with their loved ones/families. The significant change in Boundary strength reflects a much clearer delineation between ‘what is work’ and ‘what is home’. This aids in focus, reduces work-life conflict, and builds more quality time in each of their work and home roles.

In relation to Work-family balance, the earlier groups were worse off than their later group counterparts with lower pre-program scores (3.28 v 3.41 respectively), yet both groups have almost identical post-program results at 3.96 out of 5 for later groups and 3.97 out of 5 for earlier groups, which is at the frequency of ‘often’, rather than the frequency of ‘sometimes’ seen prior to the program. These scores mean that, after the program, School Leaders feel their work-family lives are significantly more balanced. It is fantastic that this remains a consistent result seen in Flourish. For those in the face-to-face and hybrid groups, hybrid had the highest baseline for Work-family balance (3.50 vs 3.29) and reached the same final result as those in the face-to-face group (3.96 for both groups). So, while the results look like they favour the face-to-face groups (20.6% vs 13% improvement), this has more to do with where these groups started on average.

Boundary strength is also lower pre-program for the earlier groups (1.69 vs 1.86 for later groups), yet the earlier groups' post-program results are better than the later groups (3.23 vs 2.57) leading to an improvement of 91.1% for earlier groups and 38.3% for the later groups. The post-intervention result for the later groups remains very positive at 2.57 out of 5 which is rated between moderate and strong Boundary strength. The hybrid groups started with the highest pre-program results of all the groups but have the lowest post program results. Hybrid and later groups' pre and post-program results are very similar.

Deeper analysis of the hybrid groups showed that, of those who scored low on Boundary strength, one group was heavily impacted by the NSW bushfires at the time of data collection and another three groups were heavily affected by COVID-19 with schools impacted in the form of closures due to positive cases and changing restrictions in line with government health orders. Even though these groups still saw a 34.8% improvement in Boundary strength, this is less than in other groups, thus bringing down the average. It's interesting that while Boundary strength results have not been as consistent in these later groups, their WFB and 'My personal time is my own' have not been similarly impacted by it. It is highly likely that Boundary strength didn't improve as much due to work from home orders and these participants' inability to separate work from home as well as other groups. For the future, it is essential that Boundary strength is addressed and reviewed regularly to prevent School Leaders from allowing their work to seep into other areas of their life.

Regarding how much the participants thought 'My personal time is my own', the overall improvement is 32.6%. The post-program results for earlier groups are very similar to the later groups (3.56 and 3.62 respectively). A similar pattern was seen when we compared the post-program score for face-to-face and hybrid groups (3.60 and 3.59 respectively). These scores are very consistent across all groups and indicate a moderately strong level of being able to be present in their personal time. It's at pre-program that there is a difference between these groups, with earlier groups starting from a lower level (2.50) than the later groups (2.82). Similarly, face-to-face had a lower pre-program score (2.62) than the hybrid group (2.86).



Work-family
balance **17.6%**



Personal time is
my own **32.6%**

<i>Work-family balance - Overall</i>			
	<i>Work-family balance</i>	<i>Boundary strength</i>	<i>My personal time is my own</i>
Pre Flourish	3.37	1.80	2.71
Post Flourish	3.96	2.78	3.60
Change	0.59	0.98	0.89
Percentage Change (%)	17.6	54.2	32.6

Table 8: Work-family balance Overall (all 26 Flourish groups)

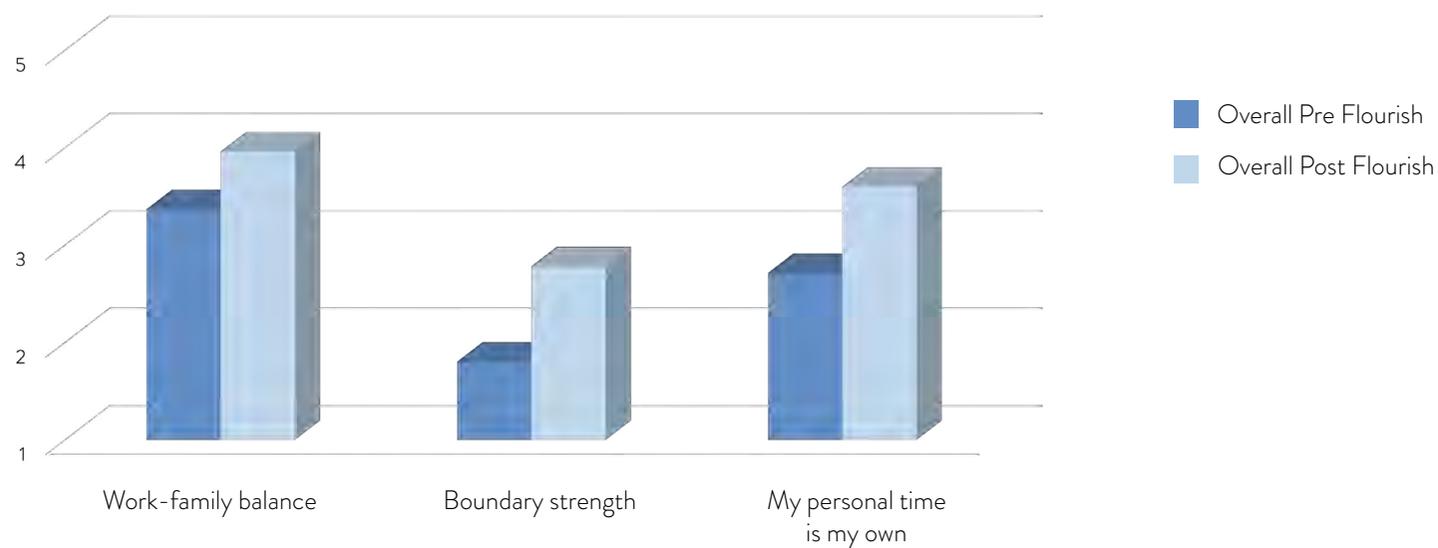


Figure 13: Work-family balance Overall (all 26 Flourish groups)

<i>Work-family balance - Time</i>						
	<i>Work-family balance</i>		<i>Boundary strength</i>		<i>My personal time is my own</i>	
	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups
Pre Flourish	3.28	3.41	1.69	1.86	2.50	2.82
Post Flourish	3.97	3.96	3.23	2.57	3.56	3.62
Change	0.69	0.55	1.54	0.71	1.06	0.80
Percentage Change (%)	21.0	16.0	91.1	38.3	42.4	28.4

Table 9: Work-family balance changes based on program completion time

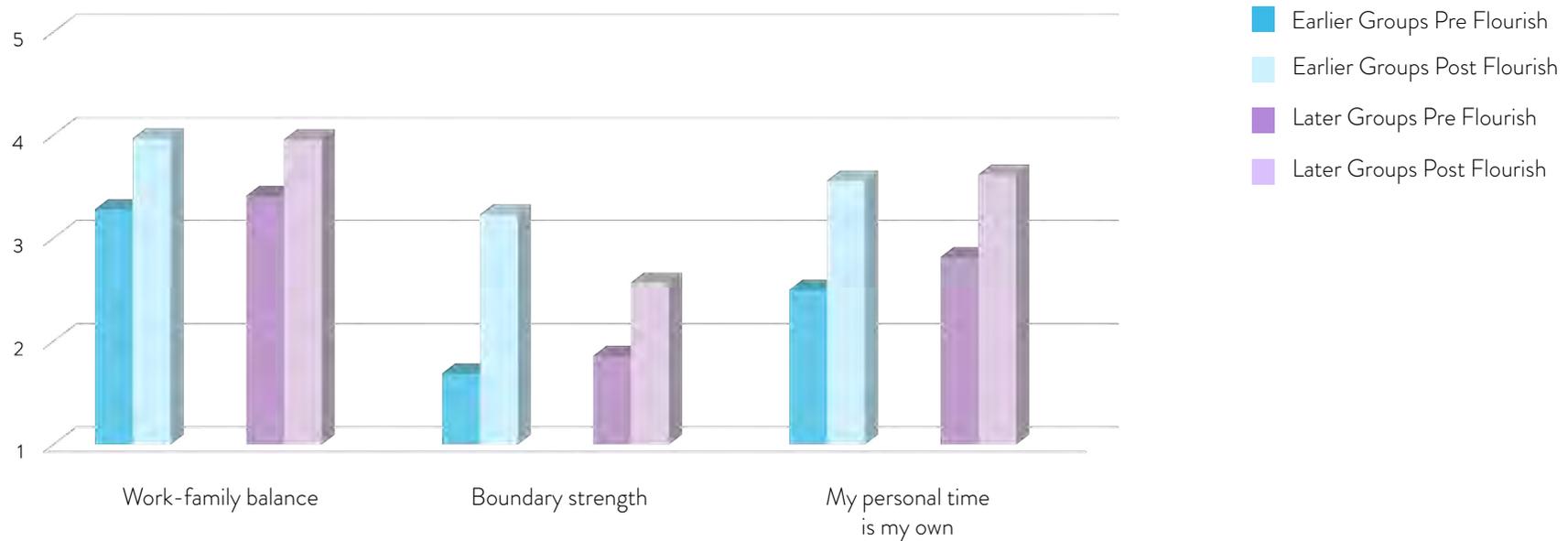


Figure 14: Work-family balance changes based on program completion time

<i>Work-family balance - Delivery</i>						
	<i>Work-family balance</i>		<i>Boundary strength</i>		<i>My personal time is my own</i>	
	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups
Pre Flourish	3.29	3.50	1.76	1.88	2.62	2.86
Post Flourish	3.96	3.96	2.94	2.53	3.60	3.59
Change	0.67	0.46	1.18	0.65	0.98	0.73
Percentage Change (%)	20.6	13.0	67.0	34.8	37.4	25.4

Table 10: Work-family balance changes based on program delivery mode

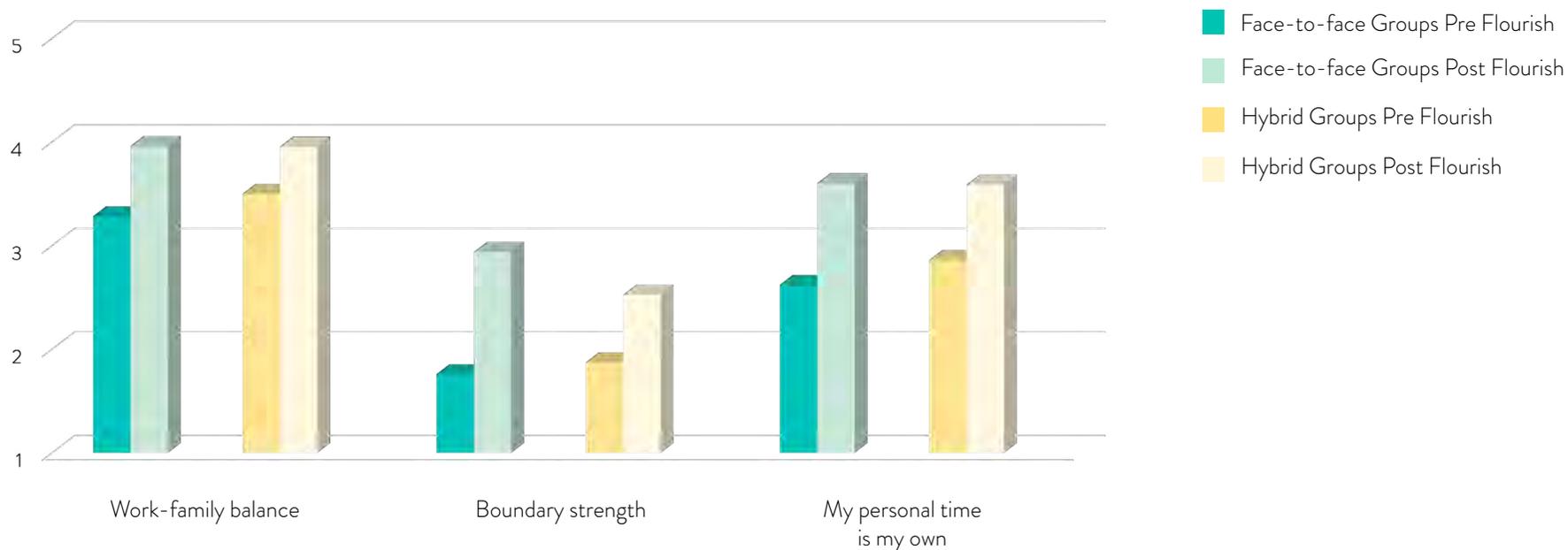


Figure 15: Work-family balance changes based on program delivery mode

4. Wellbeing

Improving wellbeing is one of the main aims of Flourish. The psychological construct we use to measure Wellbeing, which is also used by the United Nations, is a broad one as it covers many aspects of wellbeing such as Loving relationships, Standard of living and Community connection. This broad measure is different to what most people think of when they envisage wellbeing, as they usually think of physical health.

Wellbeing was measured with a composite scale that related to both work and life. In Table 11, all aspects of the scale are reported. Pre-program, the highest satisfaction was with having Loving relationships in their lives, whereas the lowest score was to the question 'Is your life ideal?'. When questioned about this, many School Leaders wished for a better Work-life balance and more time with their family. Note that the pre-intervention overall Wellbeing figure of 3.94 out of 5 is quite high. In the interviews, most School Leaders said they loved their work and had good relationships, but the excessive work volumes did not lead to an ideal life. Also, they have incredibly high levels of Meaning in their work. However, this can be a double-edged sword, as they tend to go above and beyond and drive themselves very hard because they care about their school communities and the education and protection of children so much.

As this measure of Wellbeing is such a broad one, we typically find that School Leaders already have a strong sense of Wellbeing pre-program. The issue in relation to intervention then is how do you improve an already high Wellbeing score? Therefore, any improvement seen post-program in this construct is a significant achievement. Across all groups, we saw a 9% improvement in Wellbeing, which means their scores moved from moderately high to high. The greatest changes were seen in Ideal life (14.9% increase), Health (12.3%) and Standard of living (11.4%). There is also an increase of 9.1% in Job satisfaction and 4.8% in Meaning in their work. As already stated, starting at such high pre-program levels, any improvements in this construct are impressive and would lead to greater enjoyment in their role and as such leads to a greater likelihood of remaining in the role.

Differences in Wellbeing scores between earlier and later groups are very small at all collection points. It is very interesting for these measures to be so consistent at pre-program, as well as post-program. It is a testament to the participants that, given the skills, tools and permission from their peers, they can make consistent wellbeing improvements. When reviewing the face-to-face and hybrid results, we can see that Job satisfaction was almost the same (9.2% v 9.0%) and that Meaning in their work was also very similar (4.8% v 4.9%). It could be that the pandemic reinforced the meaning they find in their role. The hybrid groups did slightly better than the face-to-face group in the Community relationships construct (9.7% v 8.1%), possibly due to the pandemic.



Wellbeing - Overall								
	<i>My life is close to ideal</i>	<i>I have good living standard</i>	<i>I am in good health</i>	<i>I have loving relationships</i>	<i>I have good relationships with my community</i>	<i>I am happy at work</i>	<i>I find meaning in my work</i>	<i>Overall</i>
Pre Flourish	3.22	3.96	3.80	4.41	3.91	4.02	4.29	3.94
Post Flourish	3.70	4.41	4.26	4.58	4.25	4.39	4.50	4.30
Change	0.5	0.5	0.5	0.2	0.3	0.4	0.2	0.4
Percentage Change (%)	14.9	11.4	12.3	3.9	8.7	9.1	4.8	9.0

Table 11: Wellbeing Overall (all 26 Flourish groups)

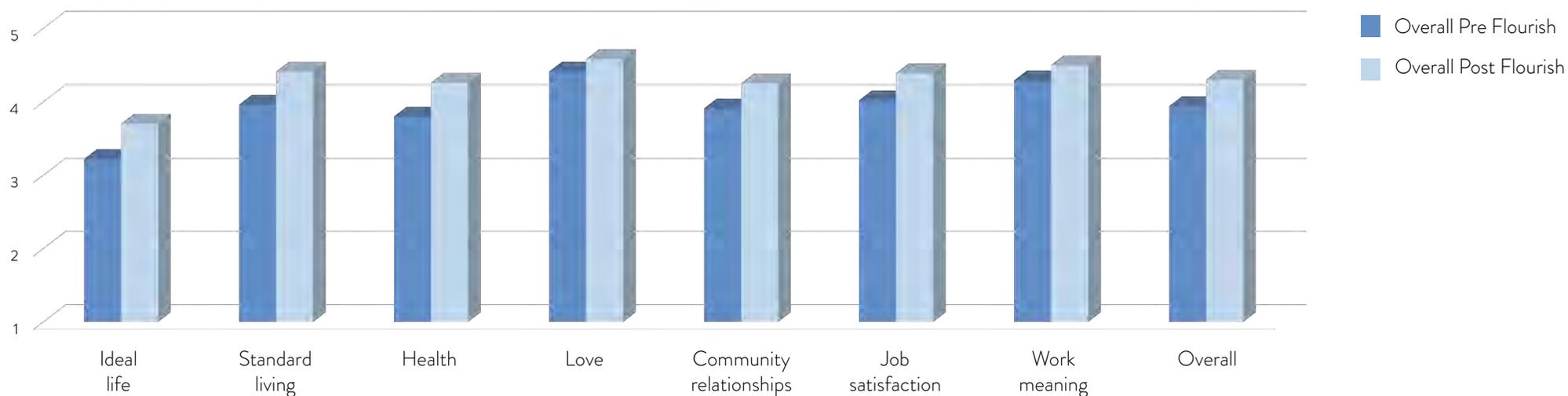


Figure 16: Wellbeing Overall (all 26 Flourish groups)

Wellbeing - Time																
	<i>My life is close to ideal</i>		<i>I have good living standard</i>		<i>I am in good health</i>		<i>I have loving relationships</i>		<i>I have good relationships with my community</i>		<i>I am happy at work</i>		<i>I find meaning in my work</i>		<i>Overall</i>	
	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups
Pre Flourish	3.21	3.23	4.00	3.94	3.84	3.78	4.43	4.39	4.03	3.85	4.03	4.02	4.29	4.29	3.98	3.93
Post Flourish	3.68	3.71	4.41	4.41	4.29	4.25	4.60	4.57	4.35	4.20	4.41	4.38	4.51	4.49	4.33	4.29
Change	0.47	0.5	0.4	0.5	0.45	0.5	0.2	0.2	0.32	0.3	0.4	0.4	0.22	0.2	0.4	0.4
Percentage Change (%)	14.6	15.0	10.3	11.9	11.7	12.5	3.8	4.0	7.9	9.1	9.4	9.0	5.1	4.7	8.8	9.1

Table 12: Wellbeing changes based on program completion time

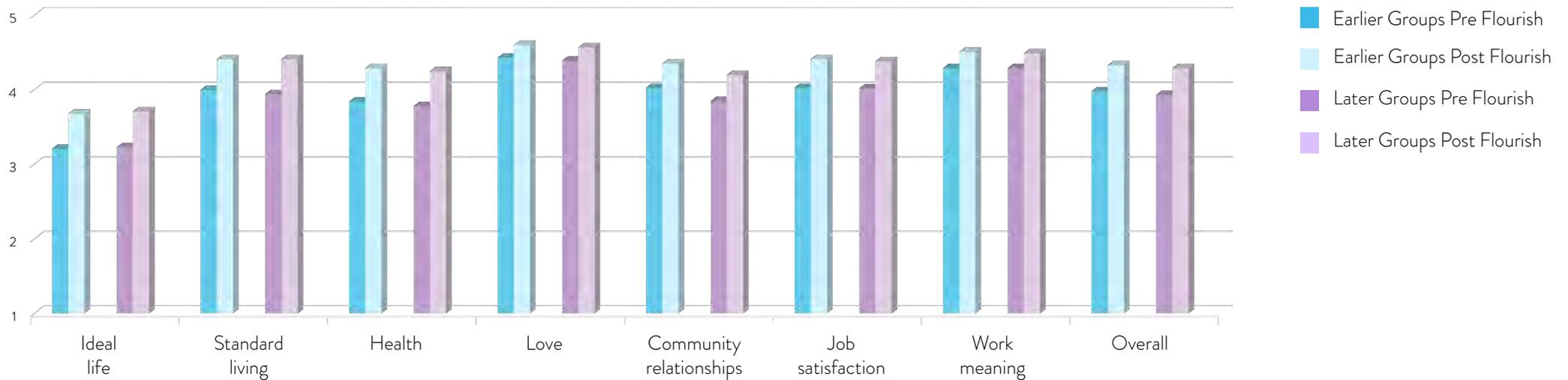


Figure 17: Wellbeing changes based on program completion time

Wellbeing - Delivery																
	<i>My life is close to ideal</i>		<i>I have good living standard</i>		<i>I am in good health</i>		<i>I have loving relationships</i>		<i>I have good relationships with my community</i>		<i>I am happy at work</i>		<i>I find meaning in my work</i>		<i>Overall</i>	
	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups
Pre Flourish	3.18	3.29	4.00	3.89	3.83	3.74	4.39	4.42	3.96	3.83	4.02	4.03	4.27	4.32	3.95	3.93
Post Flourish	3.68	3.73	4.42	4.39	4.28	4.23	4.57	4.59	4.28	4.20	4.39	4.39	4.48	4.53	4.30	4.29
Change	0.5	0.4	0.4	0.5	0.4	0.5	0.2	0.2	0.3	0.4	0.4	0.4	0.2	0.2	0.4	0.4
Percentage Change (%)	15.9	13.3	10.6	12.6	11.7	13.2	4.0	3.8	8.1	9.7	9.2	9.0	4.8	4.9	8.9	9.2

Table 13: Wellbeing changes based on delivery mode

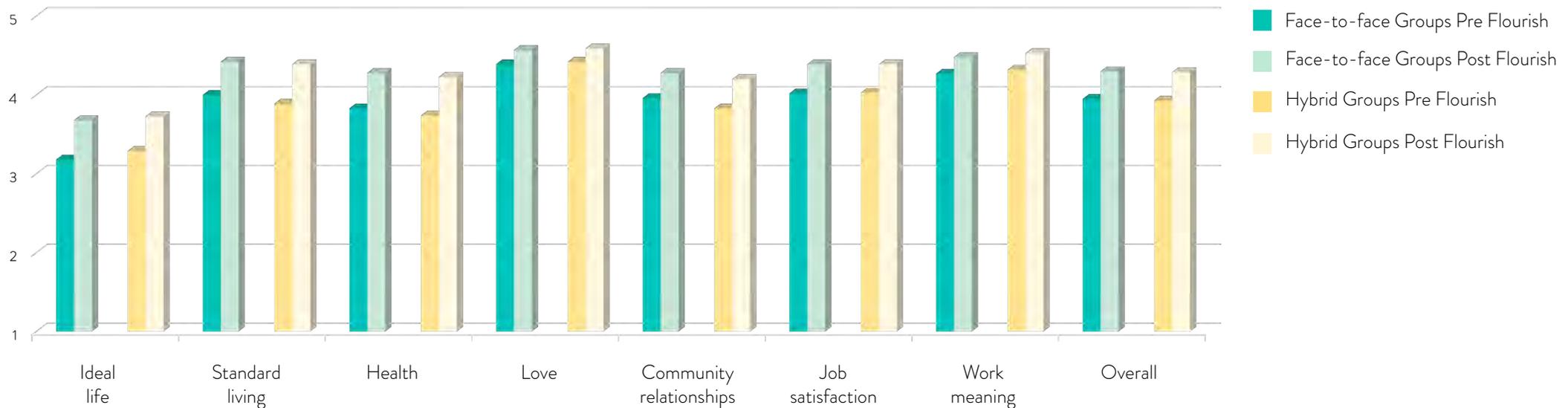


Figure 18: Wellbeing changes based on delivery mode

5. Psychological capital

Psychological capital was measured to determine the existing level of psychological resources that School Leaders had at their disposal to cope with the challenges of their work environment. Psychological capital (PsyCap) is a composite construct consisting of Confidence (self-efficacy), Hope, Resilience and Optimism and has significant influence on a School Leader's wellbeing. The pre-program survey results are shown in Table 14, with a strong score of 4.84 out of 6 for the overall group, and each of the sub-constructs also scoring quite high. These scores are very similar to the 2019 Flourish report which demonstrates consistency in this construct over time and circumstances for School Leaders.

In workshop 3, the program focuses on building their Psychological capital. Overall, it improved by 7.8% (5.22 on a 6-point scale) post-program. The Confidence component increased by 5.3% (to an extremely high 5.29 on a 6-point scale) and the Resilience component increased by 10.2% (to 5.12 on a 6-point scale). All four sub-constructs in the post-intervention survey scored in excess of 5, which is an amazing result. Again, this is consistent with our previous results and findings.

Comparing earlier and later groups, while Psychological capital increased by 9% in the earlier groups and 7.3% in the later groups, overall, they have similar pre (4.78 vs 4.87) and post-intervention scores (5.21 vs 5.22), with the only notable difference being in the pre-program scores for the sub-constructs of Hope and Optimism. Surprisingly, earlier groups had lower levels of Hope and Optimism than the later groups.

The hybrid groups scored higher pre-program in all sub-constructs. They also ended with a higher post-program score in all sub-constructs, except Resilience. It's fascinating and counterintuitive that these groups, despite all the challenges of the pandemic, have not had a drop in their improvements in this construct and that their pre-program scores were higher than the face-to-face groups. This may also say something about the kind of leader that will undertake this sort of wellbeing and effectiveness program at such a critical time. Their elevated scores may be due to the fact that they are more proactive and willing to prioritise their wellbeing.



Psychological
capital
7.8%



Resilience
10.2%

<i>Psychological capital - Overall</i>					
	<i>Confidence</i>	<i>Hope</i>	<i>Resilience</i>	<i>Optimism</i>	<i>Overall</i>
Pre Flourish	5.02	4.89	4.65	4.81	4.84
Post Flourish	5.29	5.30	5.12	5.20	5.22
Change	0.3	0.4	0.5	0.4	0.4
Percentage Change (%)	5.3	8.4	10.2	8.0	7.8

Table 14: Psychological capital Overall (all 26 Flourish groups)

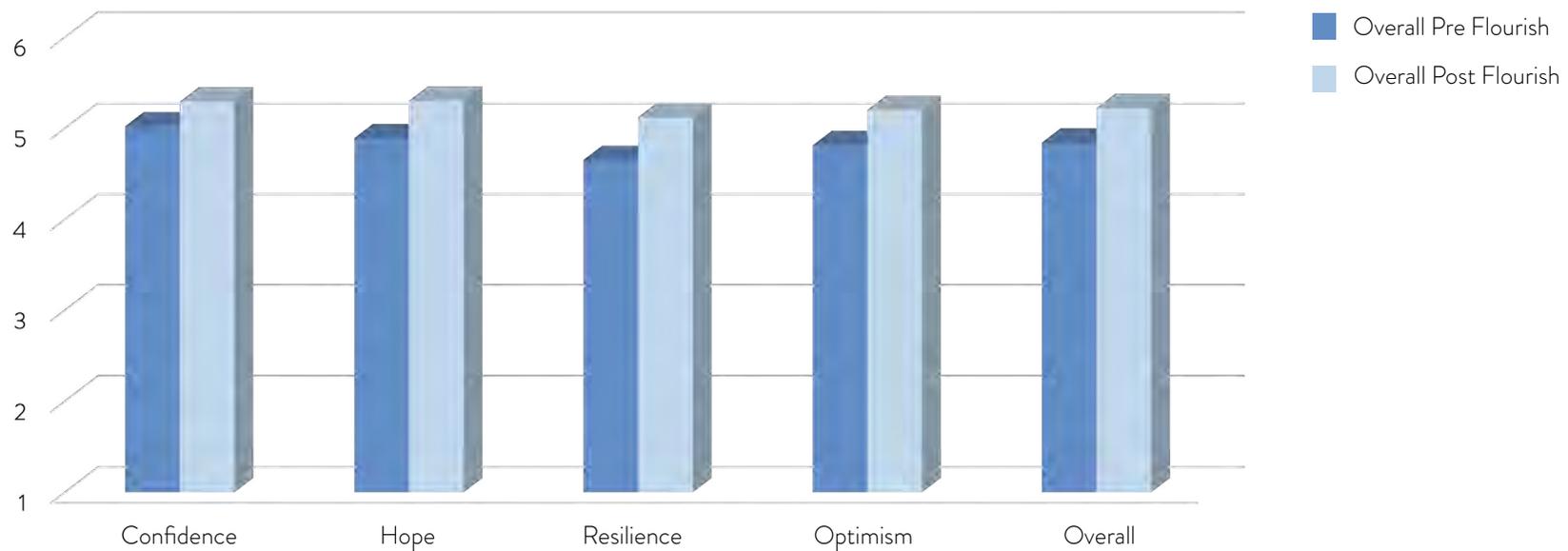


Figure 19: Psychological capital Overall (all 26 Flourish groups)

Psychological capital - Time										
	Confidence		Hope		Resilience		Optimism		Overall	
	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups
Pre Flourish	4.97	5.04	4.81	4.92	4.62	4.66	4.72	4.86	4.78	4.87
Post Flourish	5.27	5.30	5.32	5.29	5.11	5.13	5.18	5.21	5.21	5.22
Change	0.3	0.3	0.5	0.4	0.5	0.5	0.46	0.4	0.4	0.4
Percentage Change (%)	6.0	5.0	10.6	7.4	10.6	10.1	9.7	7.2	9.0	7.3

Table 15: Psychological capital changes based on program completion time

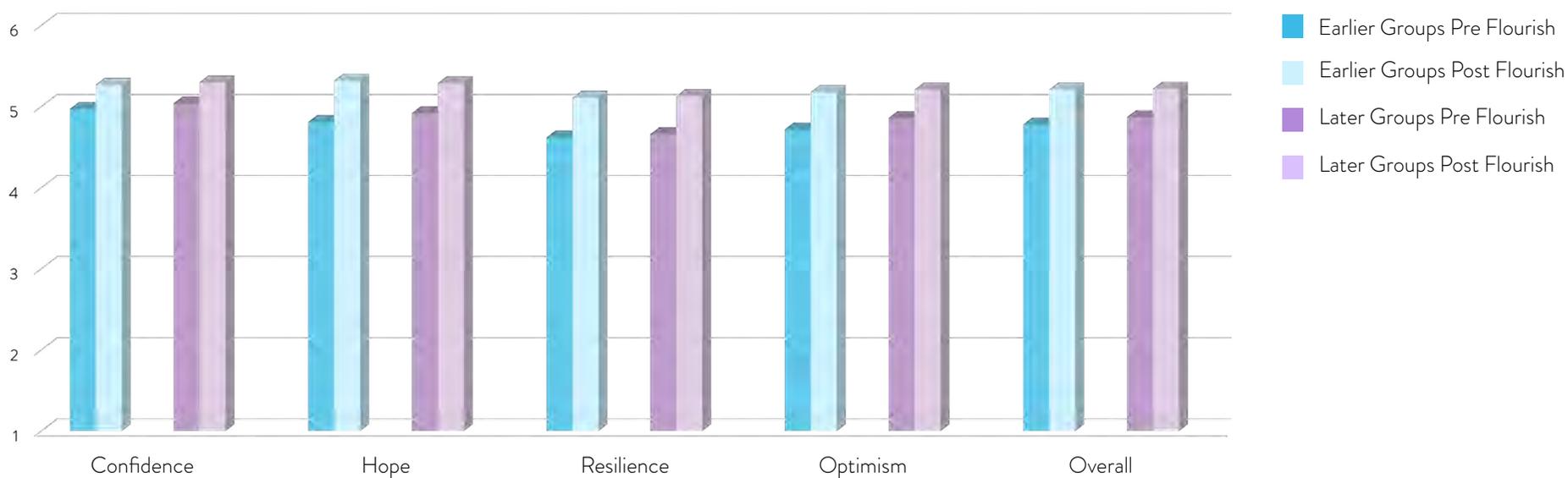


Figure 20: Psychological capital changes based on program completion time

Psychological capital - Delivery										
	Confidence		Hope		Resilience		Optimism		Overall	
	Face-to-face Groups	Hybrid Groups								
Pre Flourish	4.99	5.07	4.83	4.99	4.61	4.71	4.78	4.86	4.80	4.91
Post Flourish	5.25	5.35	5.27	5.35	5.13	5.11	5.20	5.20	5.20	5.25
Change	0.26	0.27	0.44	0.36	0.52	0.40	0.41	0.34	0.40	0.34
Percentage Change (%)	5.3	5.4	9.2	7.2	11.3	8.5	8.7	7.0	8.3	7.0

Table 16: Psychological capital changes based on delivery mode

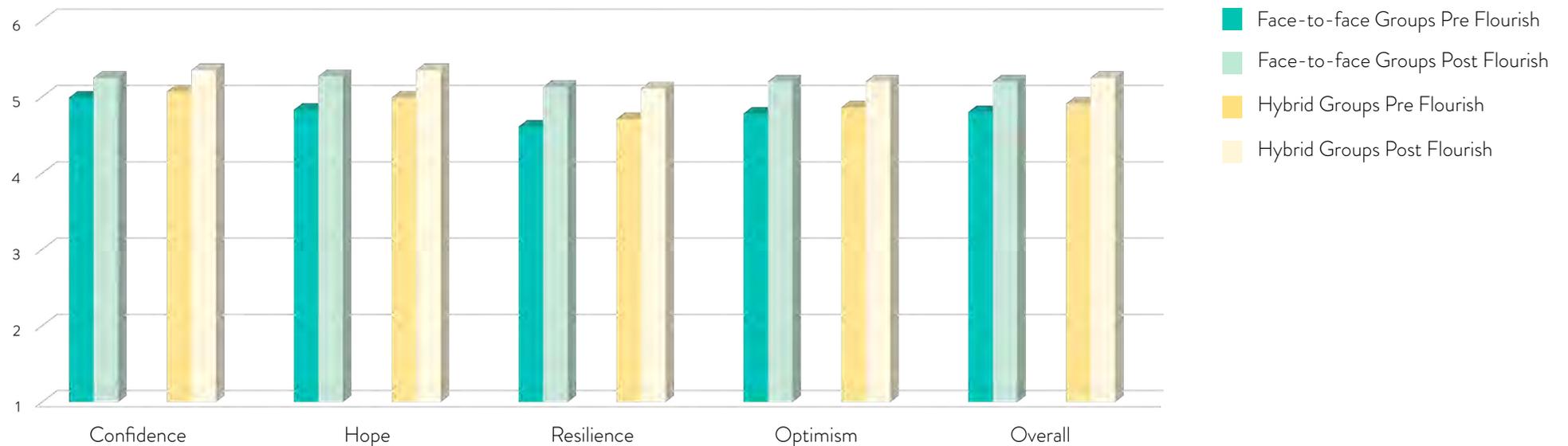


Figure 21: Psychological capital changes based on program delivery mode

6. Interruptions

In our pre-program survey, School Leaders were asked to estimate the average number of daily Interruptions to their work. This was broken down into four categories: Transition (task switching), Email, People and Phone. Table 17 shows the group variation in the number of Interruptions, which ranged from a low of 42.11 daily Interruptions in one group to 60.11 Interruptions in another. The later groups had slightly lower overall Interruptions than the earlier groups at pre-program.

The pie chart at Figure 1 shows the Interruption categories as a ratio, with a fairly even split between Task switching, Email interruptions and People dropping in. Slightly less was Phone interruptions, with only 17.8 % of the total. As in the 2019 Flourish report, the number of Interruptions at baseline are very high. Over a 7.5 hour working day, 51.90 Interruptions mean that School Leaders are interrupted every 8.7 minutes. Not only does this wreck their concentration and ability to focus on a task, but it also means that complex tasks involving cognition and focus, such as planning and writing, cannot be performed in a normal working day. In the interviews, School Leaders would report on interruptions being interrupted by other interruptions. Frequently, they indicated that the only place they could focus to do planning and strategy or complex reporting, was at home or at work before or after hours. One of the main drivers of this problem is the perceived cultural norm in education that School Leaders need to have an open-door policy and to be available to the whole school community during the school day. However, the culture around this, although good in intent, has the consequence of making the leader role highly unproductive during work hours.

Interruptions are reviewed and included in the report as they give us an indication of their workflow. Workshop 2 focuses on helping them have a calm attentive mind and manage their chaotic environment. We assist them to hold boundaries at work so that they can still serve the school as a leader but get more blocks of time to complete work. In Flourish, we have seen a significant reduction in the number of Interruptions they experience per day. This is very important to their wellbeing as frequent Interruptions increase frustration and anxiety. The data demonstrates the later groups experience a very similar pre-program level of total Interruption as the earlier groups (51.09 to 53.59 respectively). This demonstrates a consistent experience in the School Leader role across all three states. This is interesting given each state has different systems and may indicate that the job design of the role is a significant influence here. The hybrid groups have only a slightly lower pre-program number of 50.4 interruptions over the face-to-face groups at 52.82, meaning the pandemic did not increase the number of interruptions as one might expect. There was no significant difference between the percentage drop in Interruptions in the early and later groups (34.6% to 36%) or face-to-face and hybrid groups (37% to 33%) with the post-program results also very similar for early and later groups (35.04 and 32.7 interruptions per day) and face-to-face and hybrid groups (33.26 and 33.77 interruptions per day).

As Interruptions have a significant impact on a School Leaders' wellbeing and ability to complete more strategic pieces of work, this consistent result of 35.5% decrease in Interruptions for all groups demonstrates the importance of putting boundaries in place around how they work.



Reduction in
Interruptions
35.5%

<i>Interruptions - Overall</i>					
	<i>Transitions</i>	<i>Emails</i>	<i>Phone</i>	<i>People</i>	<i>Overall</i>
Pre Flourish	14.84	13.26	9.22	14.58	51.90
Post Flourish	10.61	7.23	6.22	9.39	33.45
Change	-4.23	-6.00	-3.00	-5.20	-18.40
Percentage Change (%)	-28.5	-45.4	-32.6	-35.6	-35.5

Table 17: Interruptions Overall (all 26 Flourish groups)

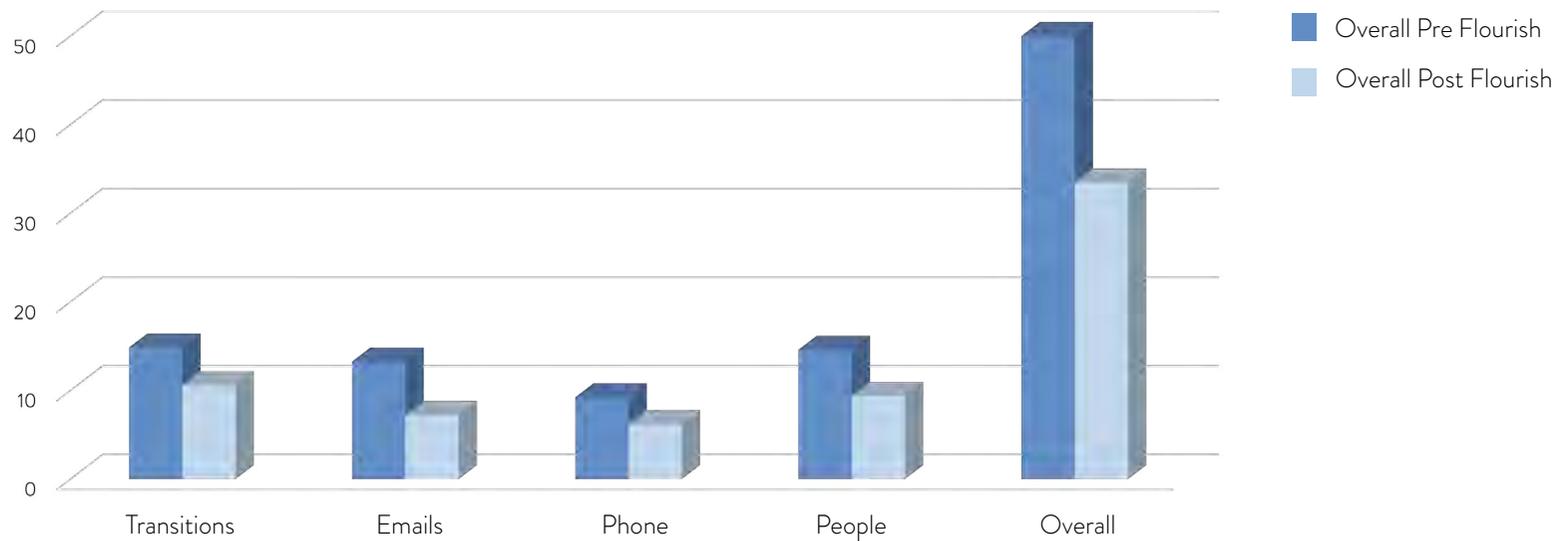


Figure 22: Interruptions Overall (all 26 Flourish groups)

<i>Interruptions - Time</i>										
	<i>Transitions</i>		<i>Emails</i>		<i>Phone</i>		<i>People</i>		<i>Overall</i>	
	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups
Pre Flourish	15.00	14.76	13.83	12.99	10.20	8.76	14.57	14.59	53.59	51.09
Post Flourish	11.24	10.31	7.77	6.98	6.40	6.13	9.63	9.28	35.04	32.70
Change	-3.76	-4.5	-6.1	-6.01	-3.8	-2.6	-4.9	-5.3	-18.55	-18.4
Percentage Change (%)	-25.1	-30.1	-43.8	-46.3	-37.3	-30.0	-33.9	-36.4	-34.6	-36.0

Table 18: Interruptions changes based on program completion time

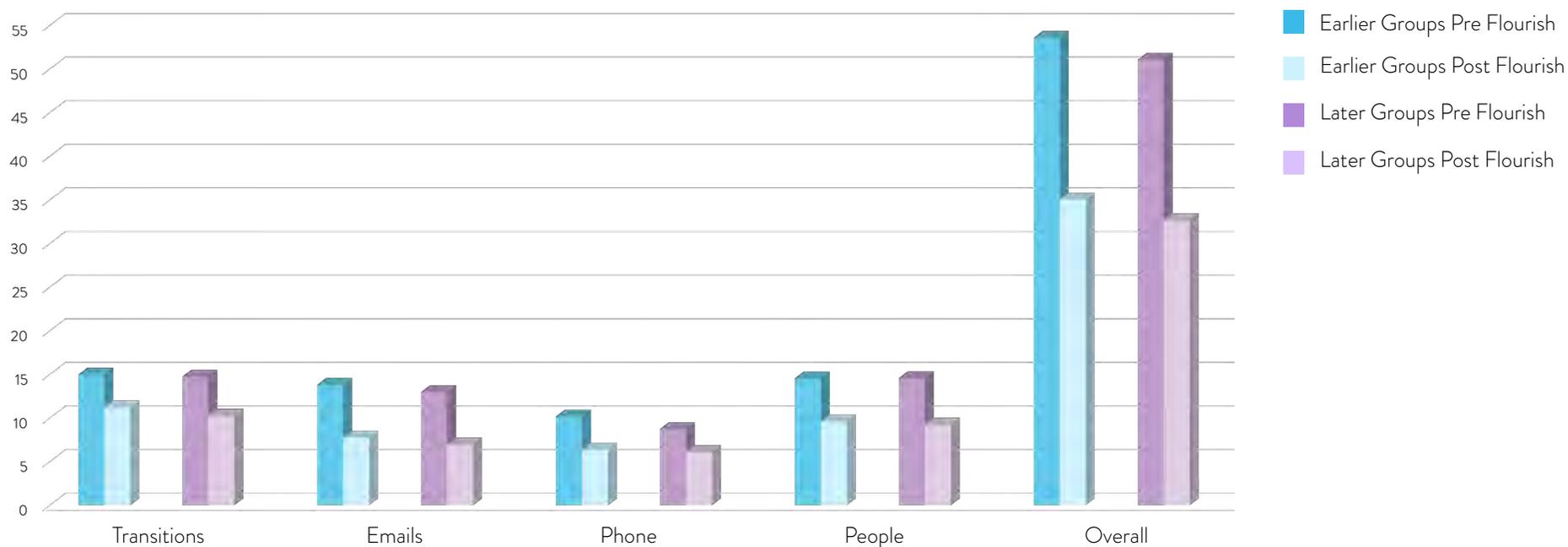


Figure 23: Interruptions changes based on program completion time

Interruptions - Delivery

	Transitions		Emails		Phone		People		Overall	
	Face-to-face Groups	Hybrid Groups								
Pre Flourish	15.16	14.32	13.69	12.56	9.42	8.90	14.55	14.63	52.82	50.40
Post Flourish	10.65	10.55	7.06	7.52	6.11	6.39	9.45	9.31	33.26	33.77
Change	-4.5	-3.8	-6.6	-5.0	-3.3	-2.5	-5.1	-5.3	-19.6	-16.6
Percentage Change (%)	-29.8	-26.3	-48.4	-40.1	-35.2	-28.2	-35.1	-36.3	-37.0	-33.0

Table 19: Interruptions changes based on delivery mode

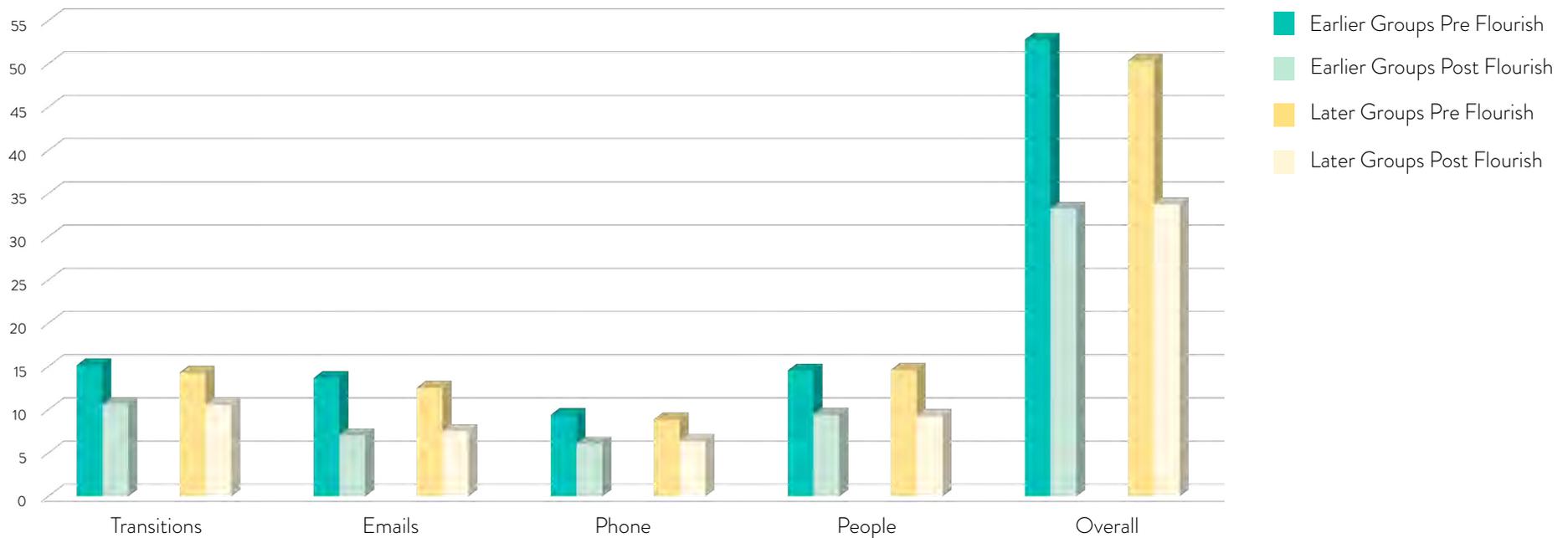


Figure 24: Interruptions changes based on delivery mode

7. Engagement

To determine Engagement, we measure three components – Absorption, Enjoyment and Motivation. For all groups, the overall Engagement is up by 1%, with increases in Enjoyment (4.5%) and Motivation (1%) and a reduction in Absorption (-2.4%). Enjoyment increases as School Leaders learn in the program how to focus on the more enjoyable aspects of the job, also known as inserting ‘bright spots’ in their day. Absorption tends to decrease as they learn how to be less overwhelmed by the volume of work. These results are not hugely dissimilar to the previous report. Despite the difference in percentage change, pre and post-program scores for earlier/later groups and face-to-face/hybrid groups are very similar.

Engagement - Overall				
	Absorption	Enjoyment	Motivation	Overall
Pre Flourish	3.91	4.05	3.73	3.90
Post Flourish	3.82	4.23	3.76	3.94
Change	-0.1	0.2	0.0	0.0
Percentage Change (%)	-2.4	4.5	1.0	1.0

Table 20: Engagement Overall (all 26 Flourish groups)

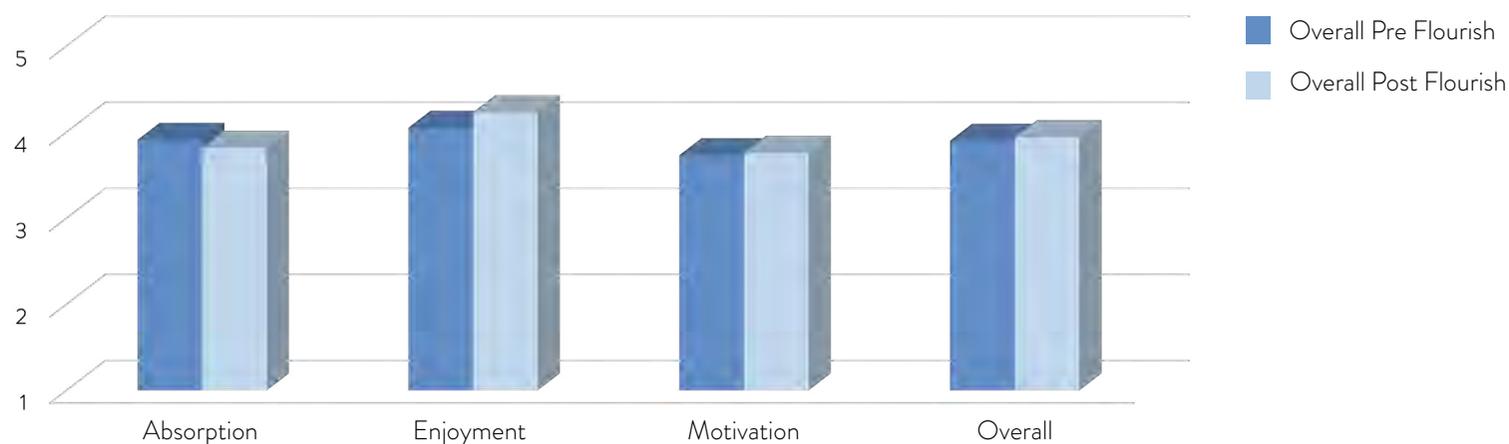


Figure 25: Engagement Overall (all 26 Flourish groups)

Engagement - Time								
	Absorption		Enjoyment		Motivation		Overall	
	Earlier Groups	Later Groups						
Pre Flourish	3.91	3.91	3.90	4.12	3.68	3.75	3.83	3.93
Post Flourish	3.79	3.83	4.16	4.27	3.75	3.77	3.90	3.96
Change	-0.1	-0.1	0.3	0.1	0.1	0.0	0.1	0.0
Percentage Change (%)	-3.1	-2.0	6.7	3.6	1.9	0.5	1.8	0.6

Table 21: Engagement changes based on program completion time

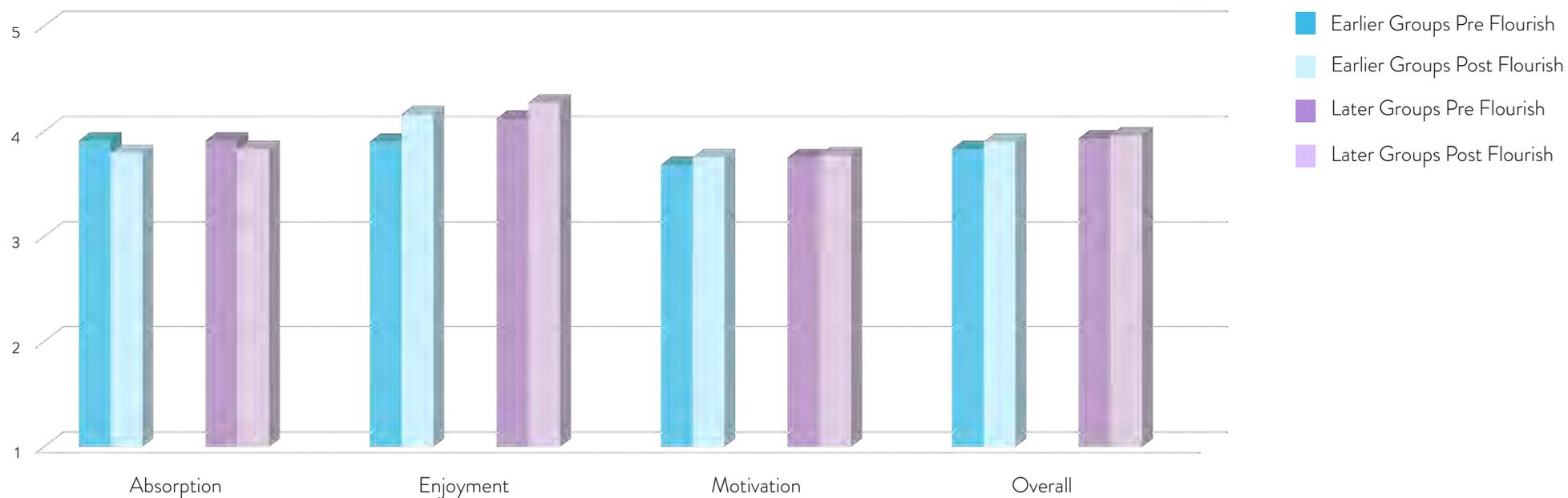


Figure 26: Engagement changes based on program completion time

Engagement - Delivery								
	Absorption		Enjoyment		Motivation		Overall	
	Face-to-face Groups	Hybrid Groups						
Pre Flourish	3.94	3.86	4.00	4.14	3.70	3.77	3.88	3.92
Post Flourish	3.84	3.77	4.19	4.30	3.76	3.76	3.93	3.95
Change	-0.10	-0.08	0.19	0.17	0.06	-0.01	0.05	0.03
Percentage Change (%)	-2.5	-2.1	4.9	4.0	1.6	-0.1	1.2	0.7

Table 22: Engagement changes based on program delivery mode

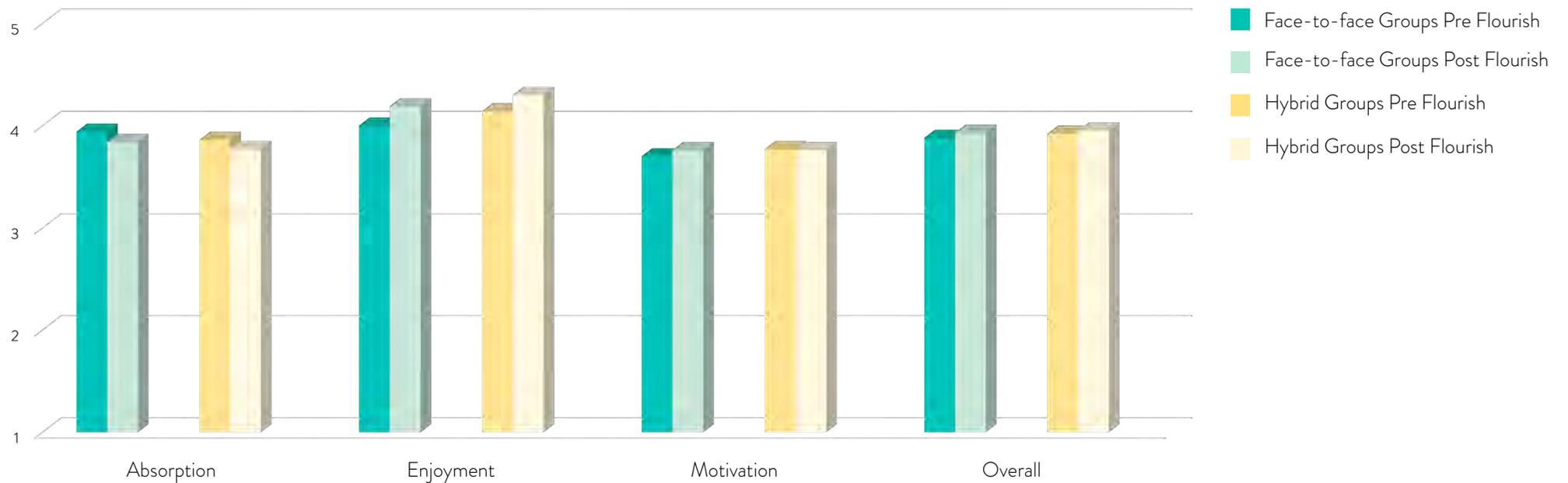


Figure 27: Engagement overload changes based on program delivery mode

8. Support

When it comes to having good wellbeing, feeling supported is essential. School Leaders often report feeling alone or isolated in the role. The Australian Principal Health and Wellbeing Survey has recommended that School Leaders seek support from their colleagues. Flourish builds collegiate support throughout the program by facilitating real, vulnerable, and authentic conversations, as well as through what we call the 'buddy system', where each participant gets a buddy to support them through the program.

We saw an overall increase of 5.8% in Social support at work. The final score was 4.20 on a 5-point scale, is extremely high. As with many other metrics, it seems that the later and hybrid groups have achieved a very similar or identical outcome but are starting from slightly higher baselines. In terms of collegiate support, we know from the Flourishing Over Time report that 53% of participants continue to have regular contact with their buddy after the completion of the program in the form of catch ups or phone calls. It appears that seeking and maintaining Social support assists in creating a long term and sustainable wellbeing benefit.





Support - Overall		
	Social support	Supervisor support
Pre Flourish	3.97	3.72
Post Flourish	4.20	3.79
Change	0.2	0.1
Percentage Change (%)	5.8	2.0

Table 23: Support Overall (all 26 Flourish groups)

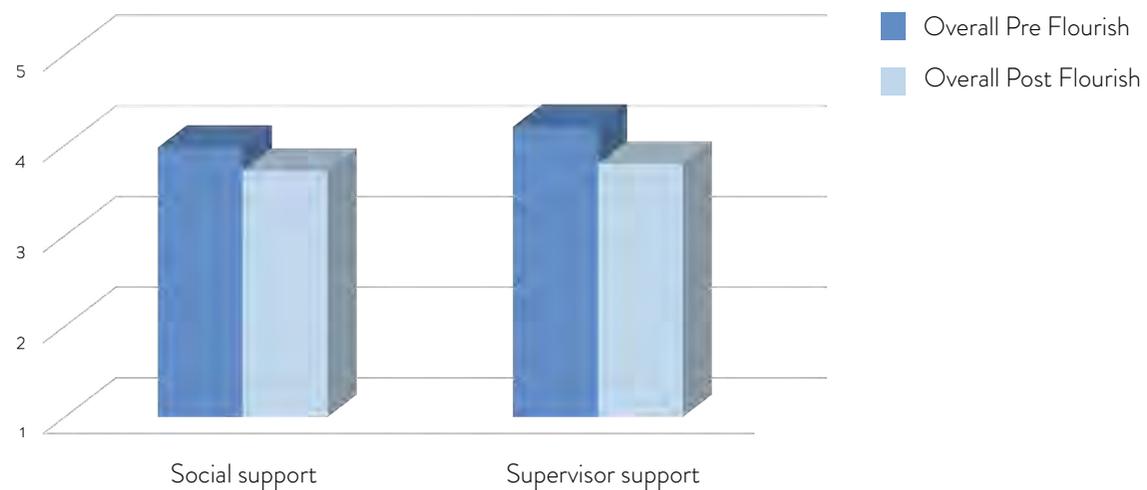


Figure 28: Support Overall (all 26 Flourish groups)

Support - Time				
	Social support		Supervisor support	
	Earlier Groups	Later Groups	Earlier Groups	Later Groups
Pre Flourish	3.89	4.01	3.52	3.81
Post Flourish	4.20	4.20	3.61	3.88
Change	0.31	0.2	0.1	0.1
Percentage Change (%)	8.0	4.8	2.6	1.8

Table 24: Support changes based on program completion time

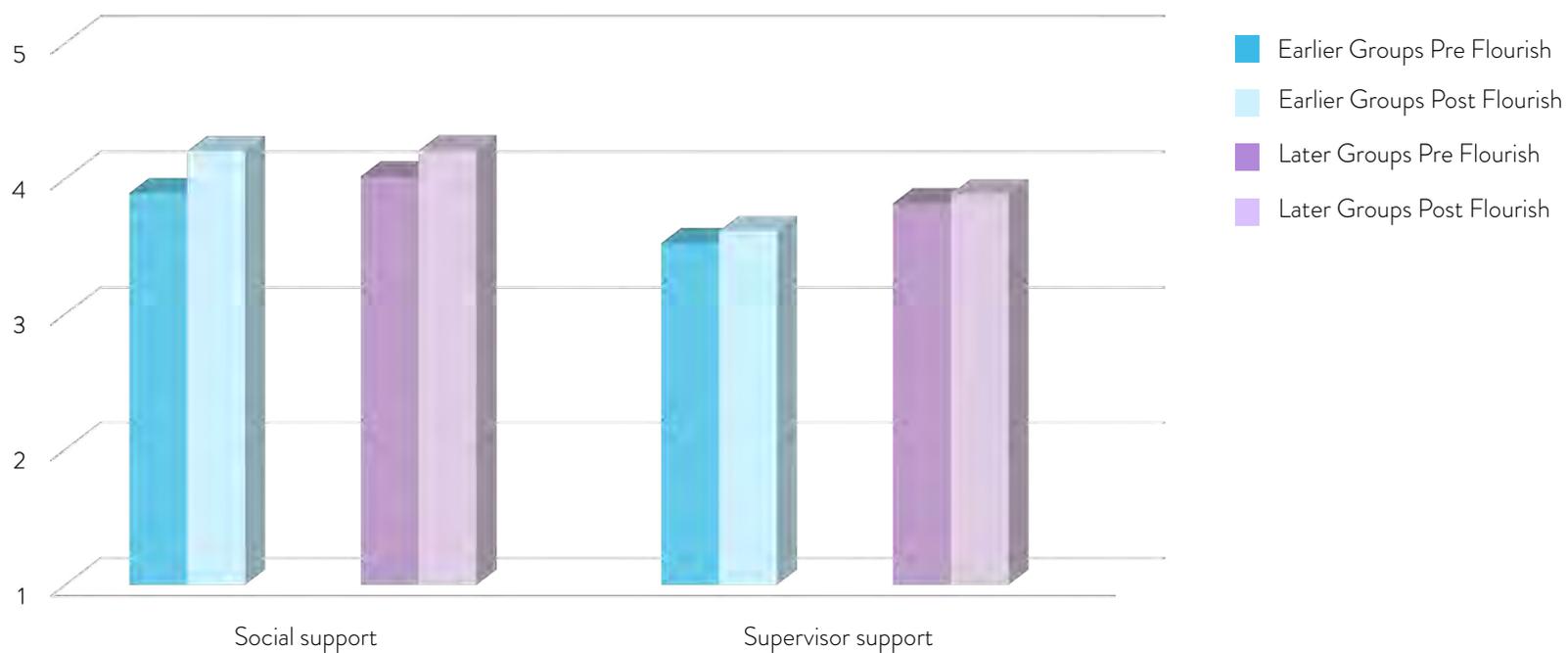


Figure 29: Support changes based on program completion time

Support - Delivery				
	Social support		Supervisor support	
	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups
Pre Flourish	3.93	4.04	3.57	3.96
Post Flourish	4.18	4.24	3.65	4.02
Change	0.2	0.2	0.1	0.1
Percentage Change (%)	6.3	5.0	2.3	1.5

Table 25: Recovery changes based on program delivery mode

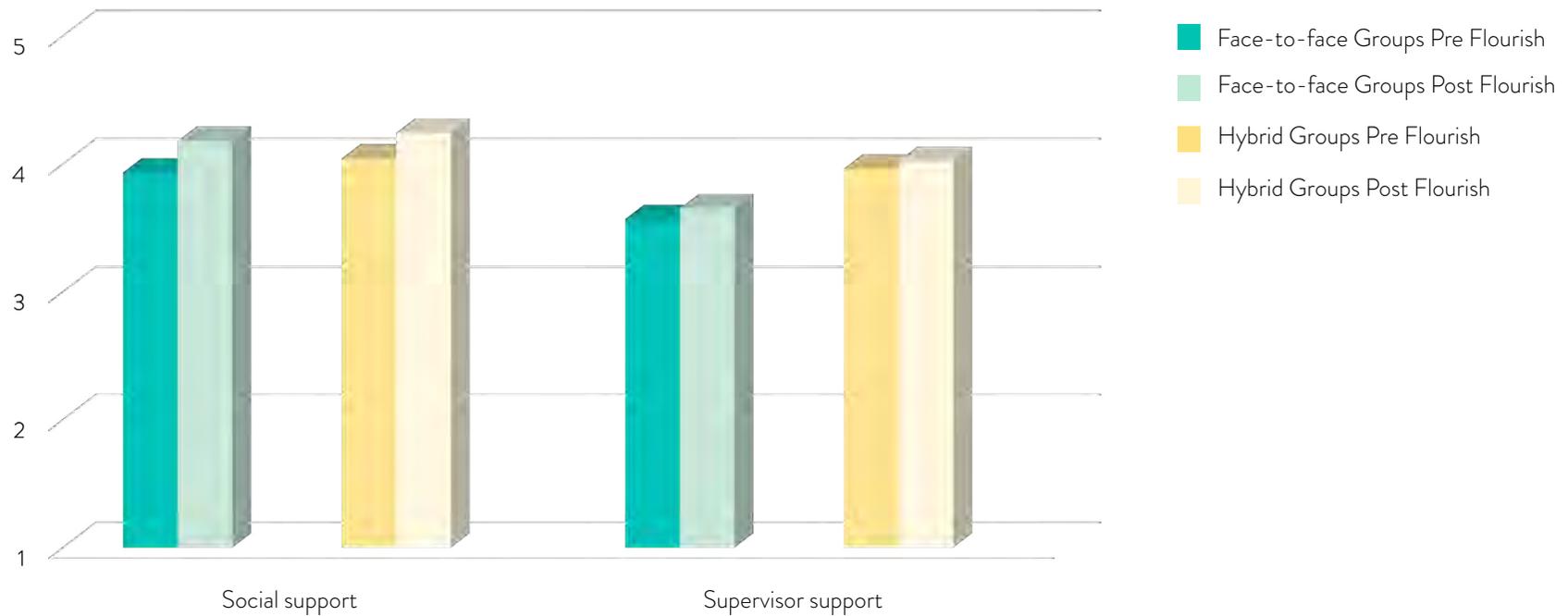


Figure 30: Recovery changes based on program delivery mode

9. Work roles and tasks

The Flourish Movement does not directly target changes in Work roles and tasks but does focus on work efficiencies and responsibilities. Work roles and tasks are measured to gain insight into the working world of a School Leader. It demonstrates the wide variety of tasks and skills set required to complete the role and shows how very complex it is. This data is also used for individual participants so they can get an understanding of where they spend their time. The purpose of including this data in the report is to present back on how they have changed their working habits rather than as a tool to review their performance. The focus of Workshop 2 of the Flourish Movement is to help the School Leaders manage their external world to stop them being reactive and to spend more time driving the agenda by focusing on the strategic parts of the role.

9.1. Work roles

When we looked at the entire group, we saw the following shifts in where they spent their time in Work roles. A 23.1% increase in time spent in Leading teaching and learning, 16.2% more time in People development, 23.4% less time in Crisis management and 10.5% more time in School leadership. This means they are spending more time in the roles that lead to the school evolving and improving. Incidentally, when asked why Crisis management had decreased so much, they said that their newfound proactivity stopped issues from snow balling into bigger problems or from arising at all.

When the analysis takes into consideration the time point at which people did the program, we start to see the significant impact of the pandemic through 2020 and 2021.

The hybrid group saw the biggest increase in Teaching load (8.4%) while the other groups saw a 1 - 2% increase. Due to high absenteeism and staff shortages, the School Leaders sometimes had difficulty finding anyone to replace them and had to teach the classes themselves.

The hybrid and the later groups both saw an increase in People management (18.8% and 16.8% respectively), while the early groups saw a 1.9% drop and the face-to-face groups only had a 5.8% increase. Once again, the high level of management needed during the pandemic accounts for this.

One thing we have seen consistently within Flourish is that School Leaders spend more time developing the staff within the school. Once again, across all groups, we saw a significant improvement in People development, with an overall increase of 16.2%. However, the hybrid groups saw the lowest increase (12.5%), possibly due to more time spent in People management.

It is an excellent result that all groups saw significant improvements in School leadership and Leading teaching and learning. This shows that they are being much more proactive and focused on strategically improving their school and giving the staff clear direction.

Crisis management showed improvements across all groups, but as expected, the percentage decrease for the hybrid groups was the lowest (19.8%). Also, the pre and post-program scores for the later and hybrid groups were higher than the early and face-to-face groups. Once again, we can put this down to the huge challenge that the pandemic brought. However, it is commendable that School Leaders dealing with that situation were able to reduce their time spent in Crisis management. This validates the impact Flourish has on School Leaders being more proactive with their time.

Surprisingly, time spent on Student issues went down in the hybrid and later groups by 21.3% and 20% respectively, which was significantly more than the early (increase of 4%) and face-to-face groups (reduction of 9.6%). Time spent in Facilities, Finance and Admin reduced further for the hybrid groups, likely because they were not as much a priority during the pandemic.



Leading teaching
and learning **23.1%**



People development
16.2%



School leadership
10.5%

<i>Work roles - Overall</i>						
	<i>Teaching</i>	<i>Leading teaching and learning</i>	<i>People management</i>	<i>People development</i>	<i>Student issues</i>	<i>Crisis management</i>
Pre Flourish	6.16	7.09	12.71	9.71	15.50	6.27
Post Flourish	6.25	8.73	14.08	11.28	13.23	4.81
Change	0.1	1.6	1.4	1.6	-2.3	-1.5
Percentage Change (%)	1.4	23.1	10.7	16.2	-14.6	-23.4

<i>Work roles - Overall</i>							
	<i>Systems and community</i>	<i>School leadership</i>	<i>Finance</i>	<i>Facilities</i>	<i>Admin</i>	<i>Other</i>	<i>Combined admin roles</i>
Pre Flourish	5.64	12.14	5.53	4.64	13.04	1.72	23.21
Post Flourish	5.43	13.42	5.53	4.28	11.72	1.55	21.53
Change	-0.2	1.3	0.0	-0.4	-1.3	-0.2	-1.7
Percentage Change (%)	-3.9	10.5	0.0	-7.7	-10.1	-9.8	-7.2

Table 26: Work roles Overall (all 26 Flourish groups)

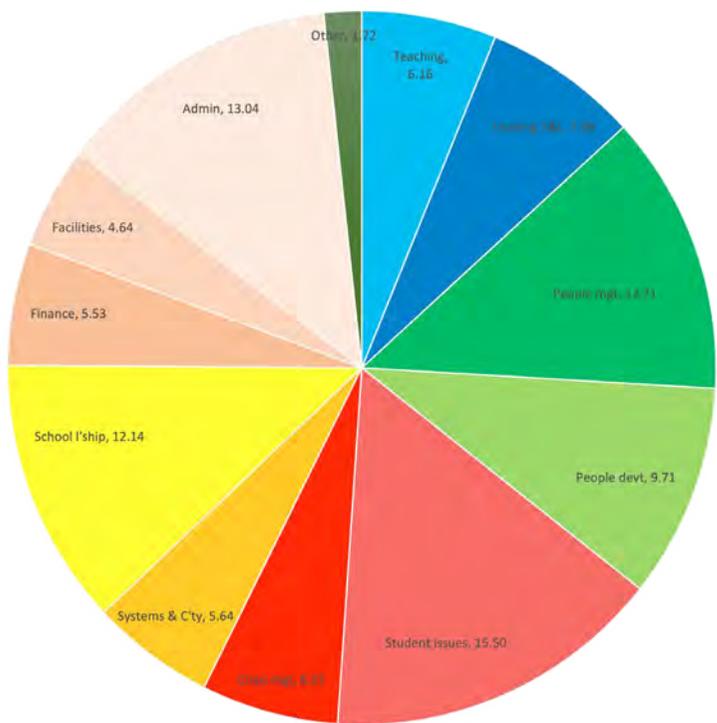


Figure 31: Work roles Pre Flourish

- Teaching
- Leading T&L
- People mgt
- People devt
- Student issues
- Crisis mgt
- Systems & C'ty
- School l'ship
- Finance
- Facilities
- Admin
- Other

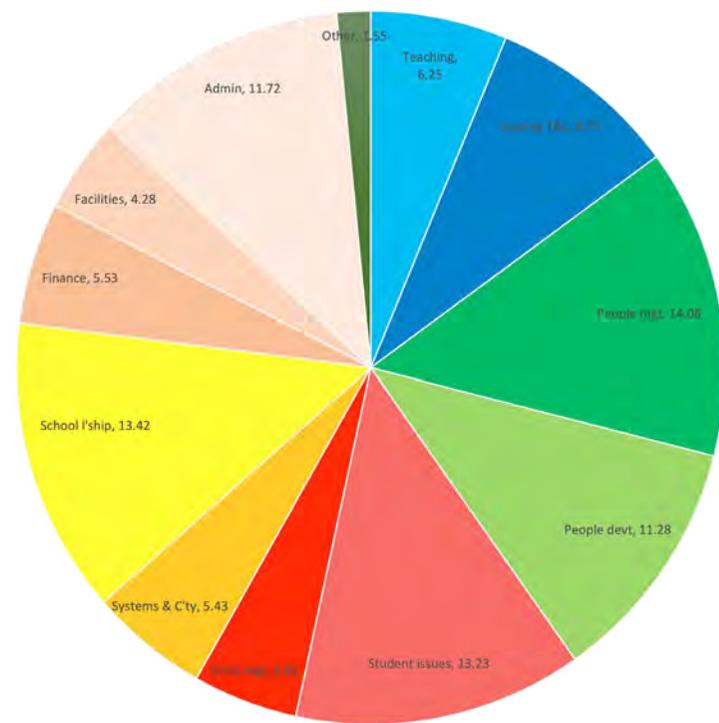


Figure 32: Work roles Post Flourish



<i>Work roles - Time</i>													
	<i>Teaching</i>		<i>Leading teaching and learning</i>		<i>People management</i>		<i>People development</i>		<i>Student issues</i>		<i>Crisis management</i>		
	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	
Pre Flourish	7.90	5.33	4.26	8.44	12.90	12.63	6.74	11.13	10.98	17.65	4.27	7.22	
Post Flourish	7.99	5.41	5.29	10.37	12.66	14.75	8.06	12.82	11.41	14.09	3.29	5.53	
Change	0.09	0.1	1.0	1.9	-0.24	2.1	1.3	1.7	0.43	-3.6	-1.0	-1.7	
Percentage Change (%)	1.1	1.6	24.2	22.9	-1.9	16.8	19.6	15.2	3.9	-20.1	-23.0	-23.5	

<i>Work roles - Time</i>														
	<i>Systems and community</i>		<i>School leadership</i>		<i>Finance</i>		<i>Facilities</i>		<i>Admin</i>		<i>Other</i>		<i>Combined admin roles</i>	
	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups
Pre Flourish	6.31	5.33	15.70	10.45	4.51	6.02	3.99	4.96	19.85	9.79	2.63	0.34	28.35	20.76
Post Flourish	5.65	5.32	16.69	11.86	4.30	6.12	3.95	4.44	17.96	8.74	2.78	0.09	26.21	19.31
Change	-0.66	0.0	1.0	1.4	-0.21	0.1	0.0	-0.5	-1.89	-1.0	0.2	-0.2	-2.1	-1.5
Percentage Change (%)	-10.5	-0.2	6.3	13.5	-4.7	1.6	-1.0	-10.3	-9.5	-10.7	5.7	-74.0	-7.5	-7.0

Table 27: Work roles changes based on program completion time

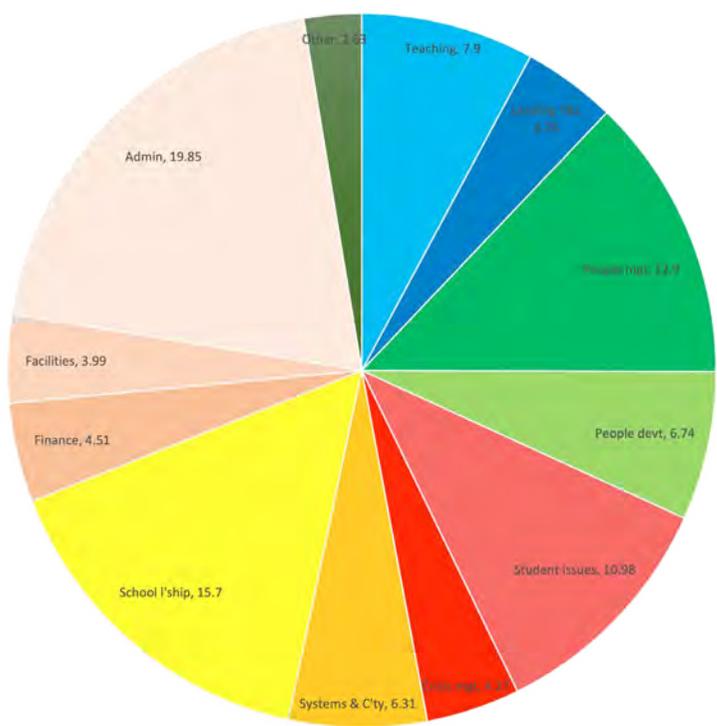


Figure 33: Work roles Pre Flourish for the earlier groups

- Teaching
- Leading T&L
- People mgt
- People devt
- Student issues
- Crisis mgt
- Systems & C'ty
- School l'ship
- Finance
- Facilities
- Admin
- Other

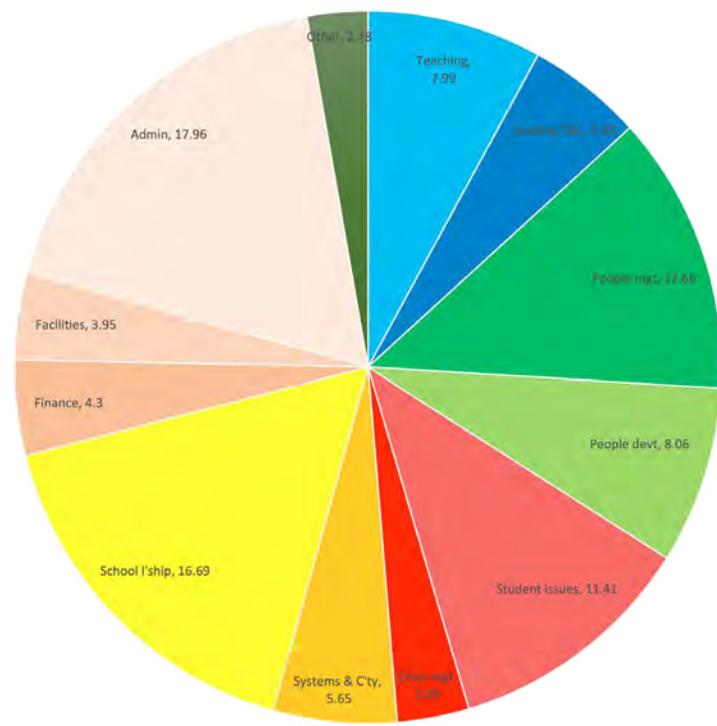


Figure 34: Work roles Post Flourish for the earlier groups



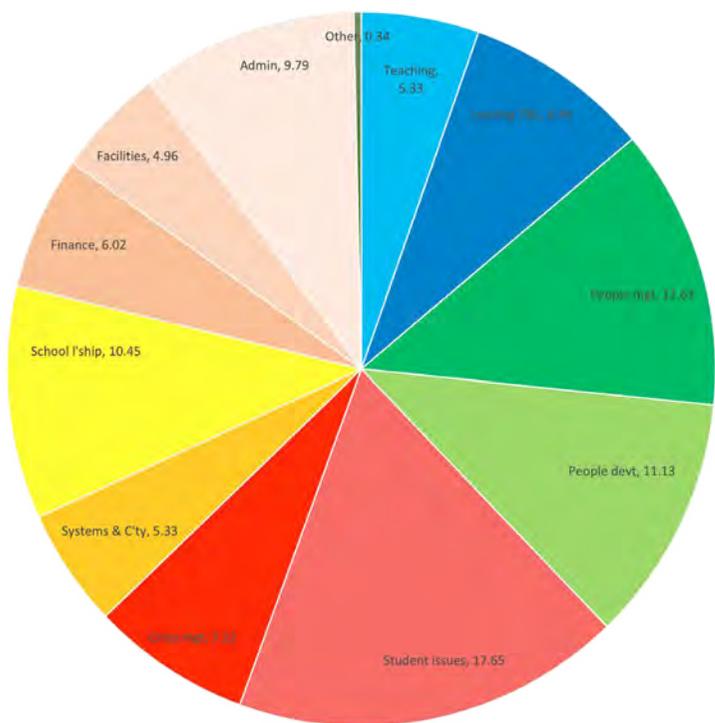


Figure 35: Work roles Pre Flourish for the later groups

- Teaching
- Leading T&L
- People mgt
- People devt
- Student issues
- Crisis mgt
- Systems & C'ty
- School l'ship
- Finance
- Facilities
- Admin
- Other

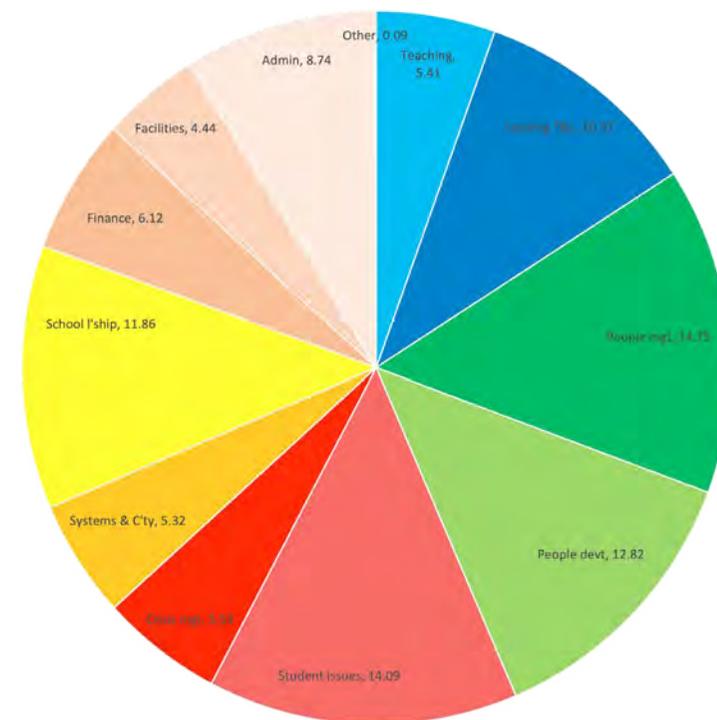


Figure 36: Work roles Post Flourish for the later groups



Work roles - Delivery													
	Teaching		Leading teaching and learning		People management		People development		Student issues		Crisis management		
	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	
Pre Flourish	6.85	5.04	6.54	7.99	12.76	12.64	9.03	10.83	14.22	17.57	5.74	7.13	
Post Flourish	6.73	5.46	7.91	10.06	13.49	15.02	10.73	12.18	12.86	13.82	4.24	5.72	
Change	-0.1	0.4	1.4	2.1	0.7	2.4	1.7	1.4	-1.4	-3.7	-1.5	-1.4	
Percentage Change (%)	-1.8	8.4	21.0	26.0	5.8	18.8	18.9	12.5	-9.6	-21.3	-26.1	-19.8	

Work roles - Delivery															
	Systems and community		School leadership		Finance		Facilities		Admin		Other		Combined admin roles		
	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	
Pre Flourish	5.83	5.35	12.98	10.79	5.28	6.67	4.22	5.33	15.11	9.67	2.53	0.60	24.61	20.94	
Post Flourish	5.71	4.96	14.32	11.96	5.15	6.15	4.10	4.59	13.32	9.11	2.52	0.21	22.57	19.86	
Change	-0.1	-0.4	1.3	1.2	-0.1	-0.5	-0.1	-0.7	-1.8	-0.6	0.0	-0.4	-2.0	-1.1	
Percentage Change (%)	-1.9	-7.4	10.3	10.9	-2.5	-7.7	-3.0	-13.8	-11.8	-5.7	-0.4	-65.1	-8.3	-5.2	

Table 28: Work roles changes based on program delivery mode

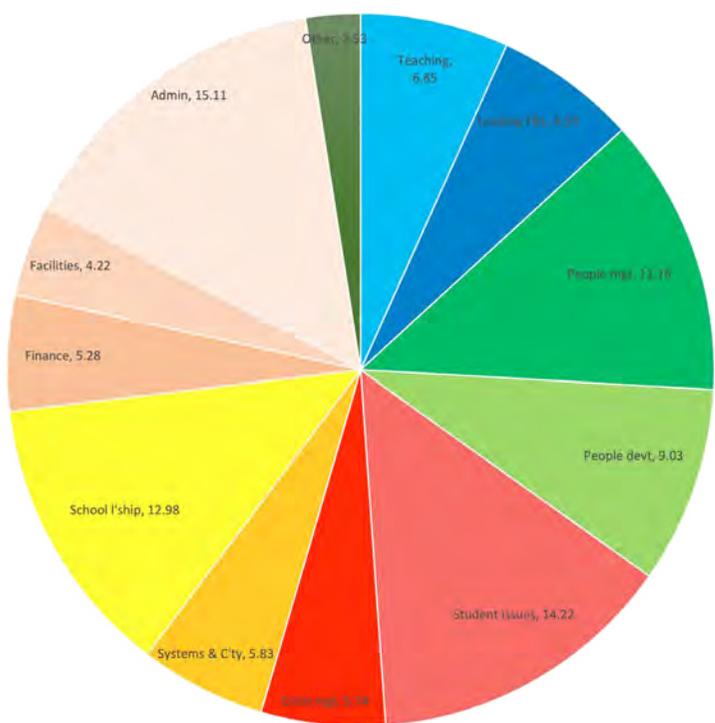


Figure 37: Work roles Pre Flourish for face-to-face groups

- Teaching
- Leading T&L
- People mgt
- People devt
- Student issues
- Crisis mgt
- Systems & C'ty
- School l'ship
- Finance
- Admin
- Other

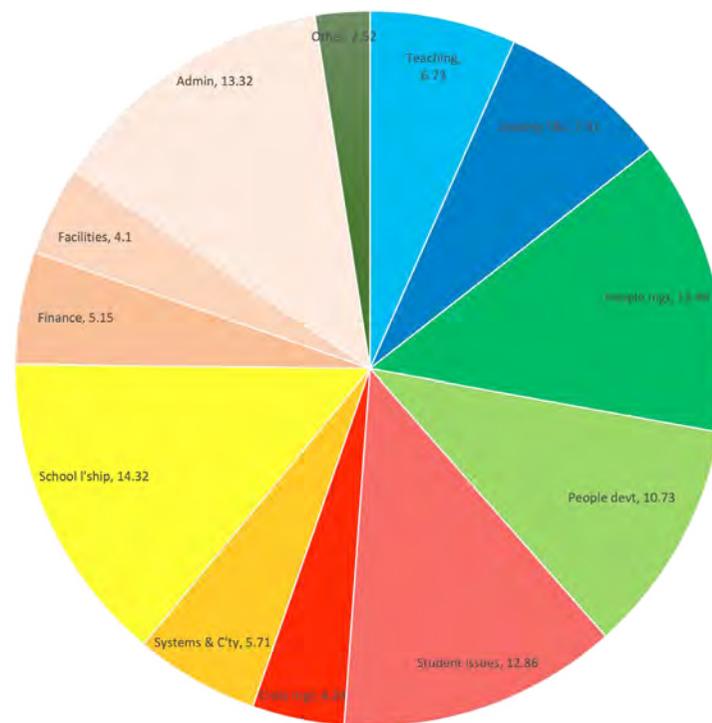


Figure 38: Work roles Post Flourish for face-to-face groups



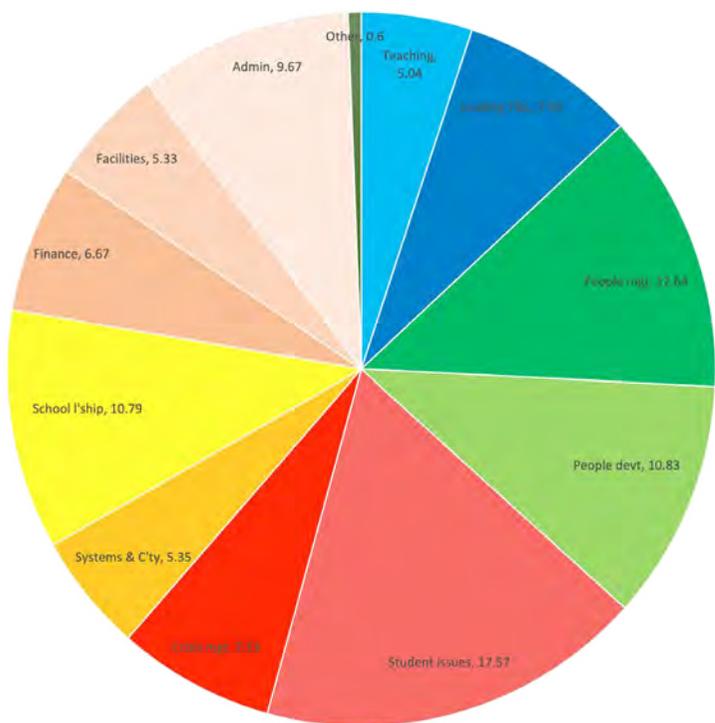


Figure 39: Work roles Pre Flourish for hybrid groups

- Teaching
- Leading T&L
- People mgt
- People devt
- Student issues
- Crisis mgt
- Systems & C'ty
- School l'ship
- Finance
- Facilities
- Admin
- Other

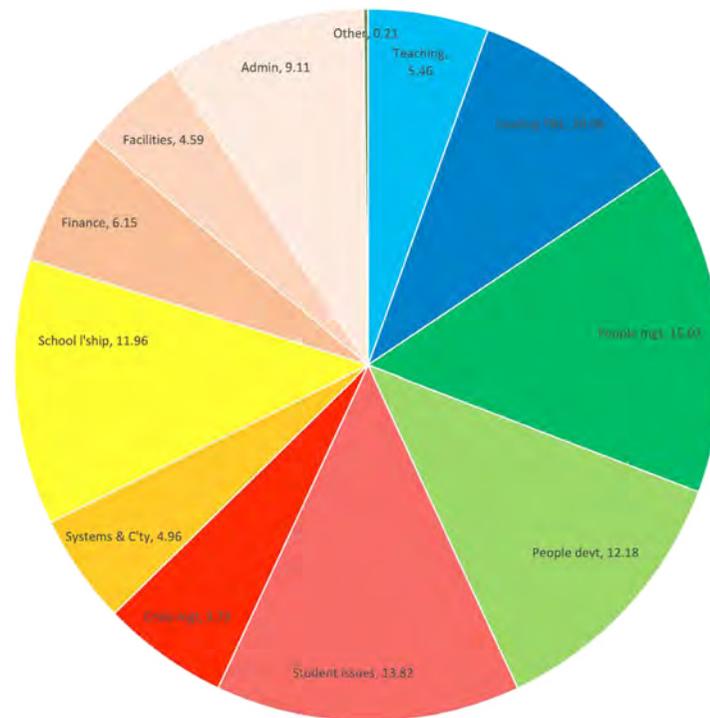


Figure 40: Work roles Post Flourish for hybrid groups



9.2. Work tasks

When we looked at the entire group, we saw the following shifts in where they spent their time in regard to Work tasks. Time in Strategy increased by 29.2%, Research increased by 22%, Coaching increased by 29.7%, while time in Conflict reduced by 25.2% and time in Admin reduced by 18.8%. This validates the finding that School Leaders are spending more time in the tasks that give sustained value to the school and staff.

Patterns in the data between early and later groups and face-to-face and hybrid are very similar but for this section we will focus on hybrid and face-to-face. Face-to-face groups saw an increase in time spent in Strategy of 33% compared to the hybrid groups increase of 23.1%. Like in Work roles, time spent in Teaching increased by 22.5% for hybrid groups while it decreased for face-to-face groups by 17.5%. Coaching in the hybrid groups increased by 34.2% over face-to-face groups at 26.4%, demonstrating the ways in which they were Leading teaching and learning. Encouragingly, time in Conflict reduced by 28% in the hybrid groups and 23% for the face-to-face groups.

Face-to-face groups also saw a 12.1% increase in Internal meetings while the hybrid groups saw a 29.7% increase. Conversely, time in External meetings was higher in face-to-face groups than hybrid (11% increase vs 12.5% decrease). This would have been due to lockdown laws and restrictions on people movement. Time spent in Public speaking decreased for the hybrid group but increased for the face-to-face group (17.1% decrease vs 30.1% increase). It makes sense that the COVID landscape would account for many and much of the difference between the hybrid and face-to-face groups.



Research **22%**



Strategy **29.2%**



Coaching **29.7%**

Work tasks - Overall

	<i>Internal meetings</i>	<i>External meetings</i>	<i>Public speaking</i>	<i>Strategy</i>	<i>Reports</i>	<i>Teaching</i>	<i>Preparation</i>	<i>Assessment</i>	<i>Research</i>
Pre Flourish	12.51	6.02	1.59	6.84	6.47	4.69	1.61	0.81	3.84
Post Flourish	14.80	6.20	1.79	8.84	6.65	4.41	1.56	0.65	4.69
Change	2.3	0.2	0.2	2.0	0.2	-0.3	0.0	-0.2	0.8
Percentage Change (%)	18.3	3.1	12.5	29.2	2.8	-5.8	-2.8	-19.5	22.0

Work tasks - Overall

	<i>Observation</i>	<i>Coaching</i>	<i>Interviewing</i>	<i>Manage people</i>	<i>Conflict</i>	<i>Phone/emails</i>	<i>Admin</i>	<i>Other</i>	<i>Learning support</i>
Pre Flourish	2.92	6.44	2.12	8.01	6.13	16.95	11.01	1.83	5.77
Post Flourish	2.75	8.36	1.63	7.37	4.58	15.32	8.94	1.88	2.78
Change	-0.2	1.9	-0.5	-0.6	-1.5	-1.6	-2.1	0.1	-3.0
Percentage Change (%)	-5.7	29.7	-23.0	-8.0	-25.2	-9.6	-18.8	2.8	-51.8

Table 29: Work tasks Overall (all 26 Flourish groups)

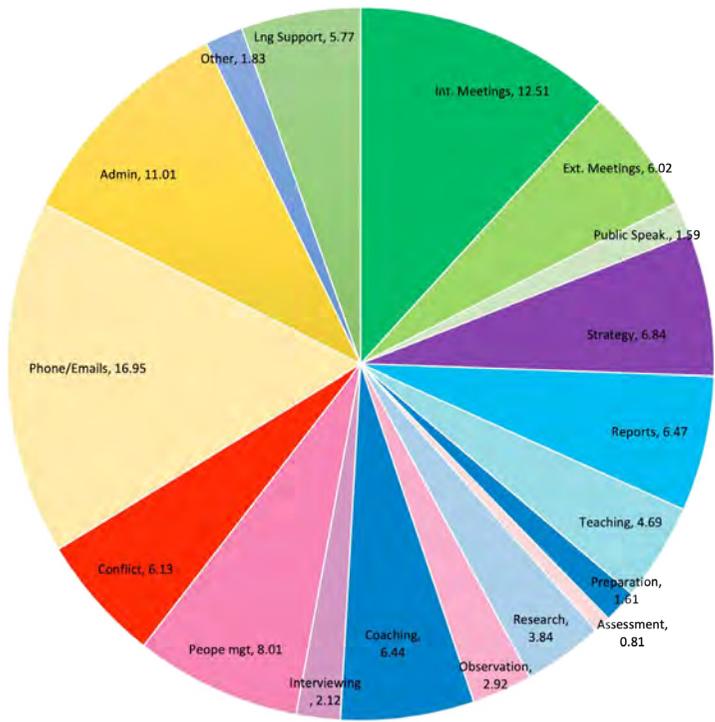


Figure 41: Work tasks Pre Flourish

- Internal mtg
- External mtg
- Public speak
- Strategy
- Reports
- Teaching
- Preparation
- Assessment
- Research
- Observation
- Coaching
- Interviewing
- People mgt
- Conflict
- Phone/emails
- Admin
- Lng supp

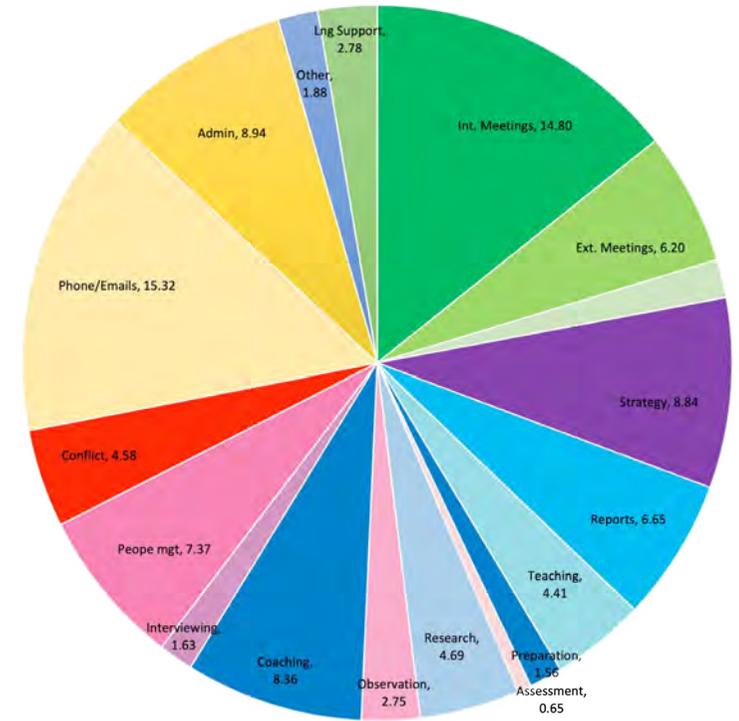


Figure 42: Work tasks Post Flourish



<i>Work tasks - Time</i>																			
	<i>Internal meetings</i>		<i>External meetings</i>		<i>Public speaking</i>		<i>Strategy</i>		<i>Reports</i>		<i>Teaching</i>		<i>Preparation</i>		<i>Assessment</i>		<i>Research</i>		
	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	
Pre Flourish	14.17	11.72	6.96	5.58	1.26	1.75	7.03	6.76	7.60	5.94	5.85	4.14	1.86	1.49	0.54	0.94	2.20	4.61	
Post Flourish	15.20	14.61	7.77	5.47	1.47	1.94	9.01	8.76	8.02	6.01	4.78	4.24	1.97	1.37	0.54	0.71	3.08	5.44	
Change	1.03	2.9	0.8	-0.1	0.21	0.2	2.0	2.0	0.42	0.1	-1.1	0.1	0.11	-0.1	0.0	-0.2	0.88	0.8	
Percentage Change (%)	7.3	24.6	11.6	-2.0	16.7	11.1	28.2	29.7	5.5	1.1	-18.3	2.5	5.9	-7.9	0.0	-24.7	40.0	17.9	

<i>Work tasks - Time</i>																			
	<i>Observation</i>		<i>Coaching</i>		<i>Interviewing</i>		<i>Manage people</i>		<i>Conflict</i>		<i>Phone/emails</i>		<i>Admin</i>		<i>Other</i>		<i>Learning support</i>		
	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	Earlier Groups	Later Groups	
Pre Flourish	0.81	3.91	3.59	7.79	2.31	2.03	5.54	9.18	4.31	6.98	19.24	15.87	14.18	9.52	2.53	0.23	-	5.77	
Post Flourish	1.24	3.46	5.64	9.64	1.76	1.57	4.64	8.66	3.41	5.14	17.22	14.43	11.87	7.56	2.38	1.21	-	2.78	
Change	0.4	-0.4	2.05	1.9	-0.6	-0.5	-0.9	-0.5	-0.9	-1.8	-2.02	-1.4	-2.3	-2.0	-0.15	1.0	-	-3.0	
Percentage Change (%)	53.1	-11.4	57.1	23.8	-23.8	-22.6	-16.2	-5.7	-20.9	-26.4	-10.5	-9.1	-16.3	-20.6	-5.9	439.0	-	-51.8	

Table 30: Work tasks changes based on program completion time

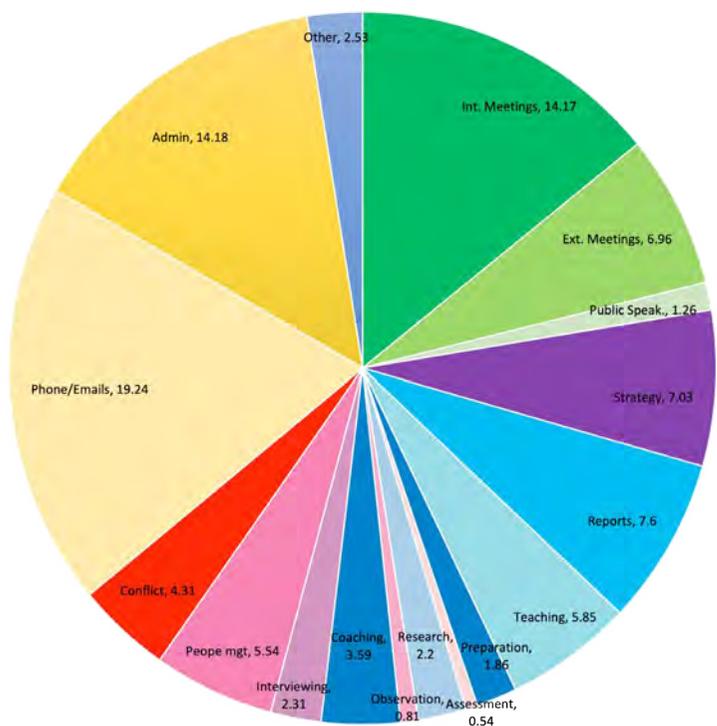


Figure 43: Work tasks Pre Flourish for the earlier groups

- Internal mtg
- External mtg
- Public speak
- Strategy
- Reports
- Teaching
- Preparation
- Assessment
- Research
- Observation
- Coaching
- Interviewing
- People mgt
- Conflict
- Phone/emails
- Admin

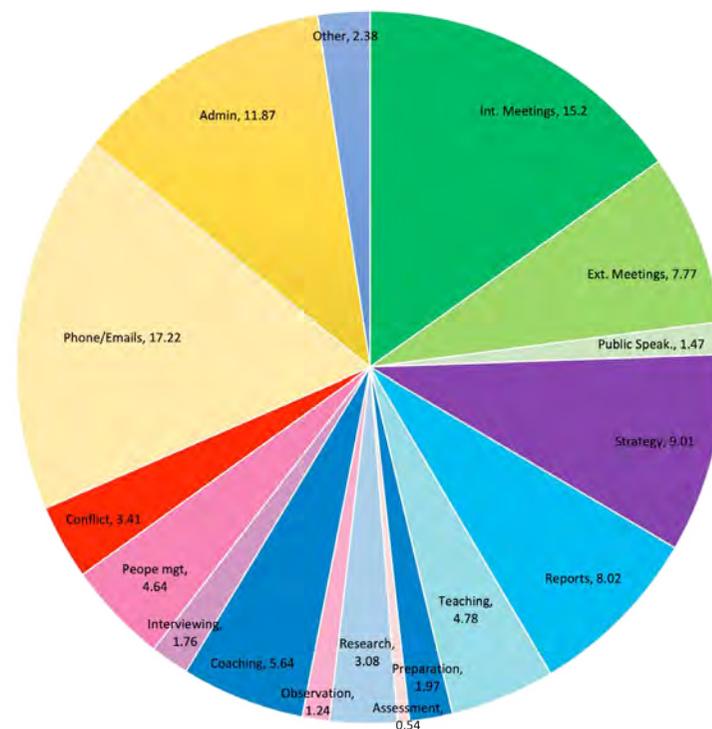


Figure 44: Work tasks Post Flourish for the earlier groups



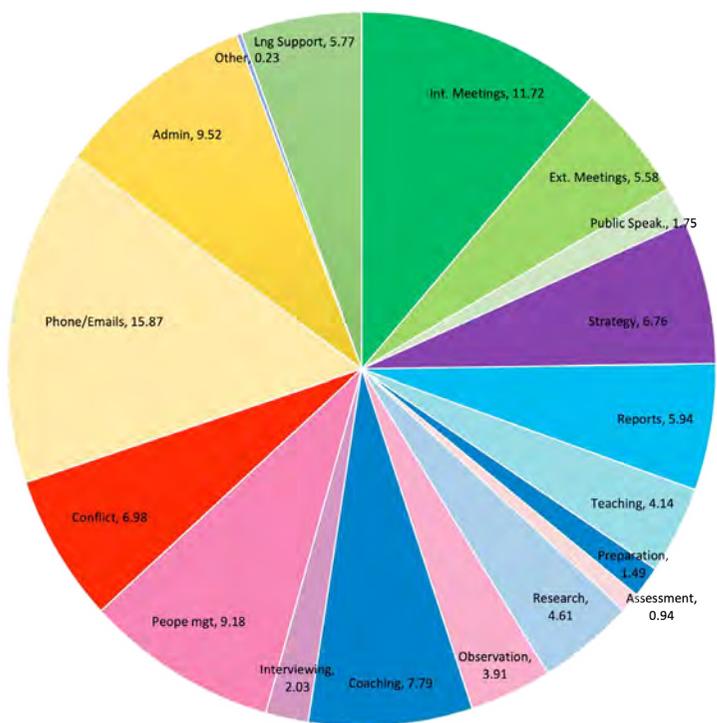


Figure 45: Work tasks Pre Flourish for the later groups

- Internal mtg
- External mtg
- Public speak
- Strategy
- Reports
- Teaching
- Preparation
- Assessment
- Research
- Observation
- Coaching
- Interviewing
- People mgt
- Conflict
- Phone/emails
- Admin
- Lng supp

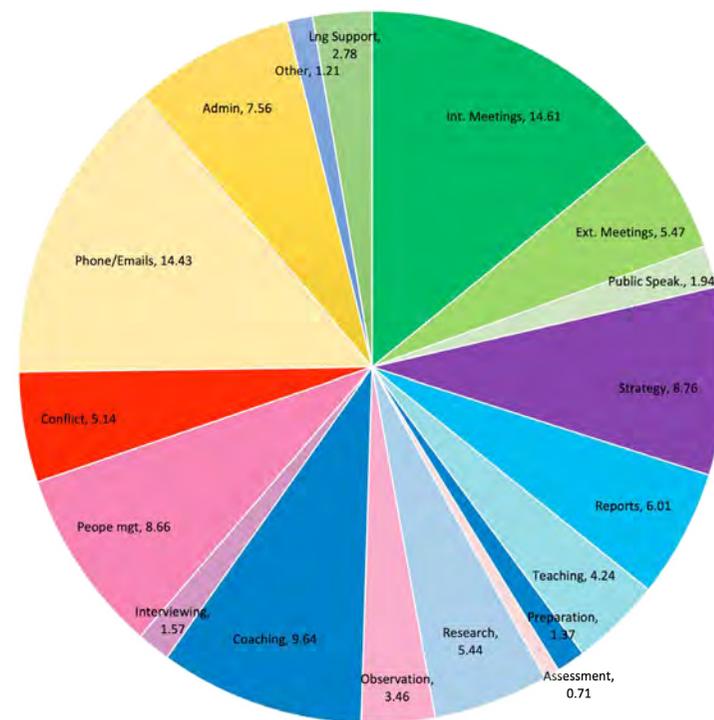


Figure 46: Work tasks Post Flourish for the later groups



Work tasks - Delivery																			
	Internal meetings		External meetings		Public speaking		Strategy		Reports		Teaching		Preparation		Assessment		Research		
	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	
Pre Flourish	12.94	11.78	6.39	5.40	1.60	1.59	6.74	7.02	6.92	5.73	5.31	3.64	1.81	1.27	0.80	0.82	3.23	4.87	
Post Flourish	14.51	15.28	7.09	4.72	2.08	1.32	8.96	8.65	7.06	5.97	4.39	4.46	1.70	1.34	0.69	0.60	4.21	5.48	
Change	1.6	3.5	0.7	-0.7	0.5	-0.3	2.2	1.6	0.1	0.2	-0.9	0.8	-0.1	0.1	-0.1	-0.2	1.0	0.6	
Percentage Change (%)	12.1	29.7	11.0	-12.5	30.1	-17.1	33.0	23.1	2.1	4.2	-17.5	22.5	-6.3	5.6	-14.6	-27.3	30.4	12.6	

Work tasks - Delivery																			
	Observation		Coaching		Interviewing		Manage people		Conflict		Phone/emails		Admin		Other		Learning support		
	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	
Pre Flourish	2.71	3.26	5.95	7.27	2.29	1.84	7.35	9.12	5.53	7.12	17.21	16.52	11.89	9.54	2.34	0.42	-	5.77	
Post Flourish	2.55	3.10	7.52	9.76	1.89	1.20	6.39	9.01	4.26	5.13	15.85	14.46	9.46	8.08	2.51	0.13	-	2.78	
Change	-0.2	-0.2	1.6	2.5	-0.4	-0.6	-1.0	-0.1	-1.3	-2.0	-1.4	-2.1	-2.4	-1.5	0.2	-0.3	-	-3.0	
Percentage Change (%)	-6.1	-5.1	26.4	34.2	-17.3	-34.9	-13.1	-1.2	-23.0	-28.0	-7.9	-12.5	-20.5	-15.3	7.3	-68.2	-	-51.8	

Table 31: Work tasks changes based on program delivery mode

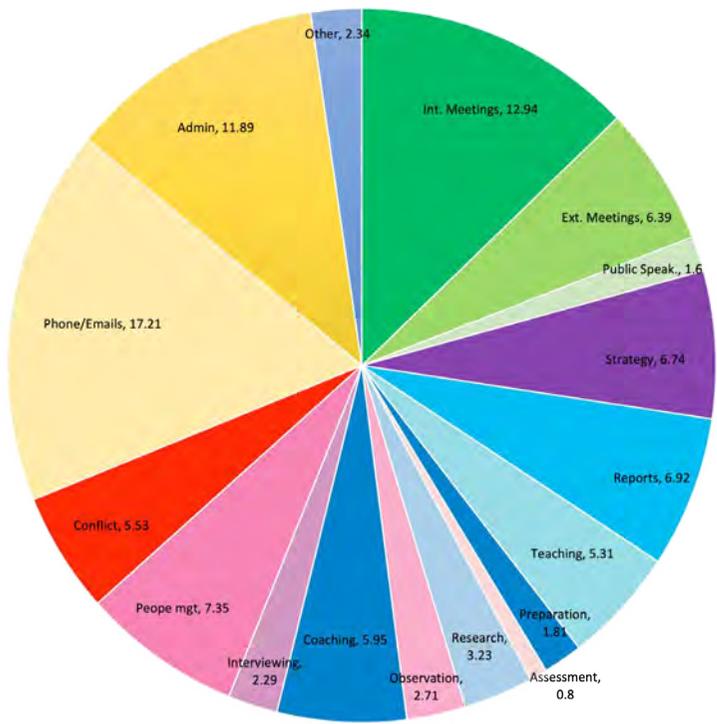


Figure 47: Work tasks Pre Flourish for face-to-face groups

- Internal mtg
- External mtg
- Public speak
- Strategy
- Reports
- Teaching
- Preparation
- Assessment
- Research
- Observation
- Coaching
- Interviewing
- People mgt
- Conflict
- Phone/emails
- Admin

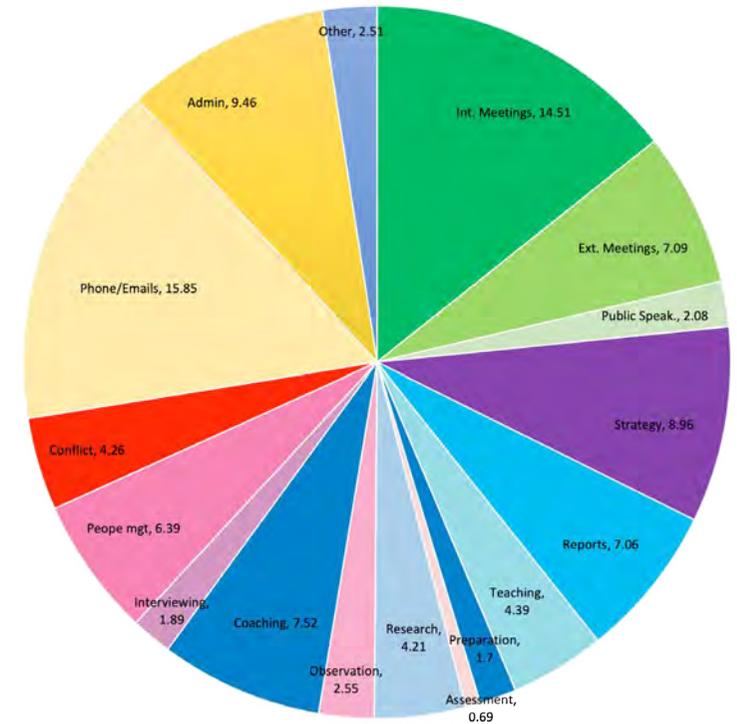


Figure 48: Work tasks Post Flourish for face-to-face groups



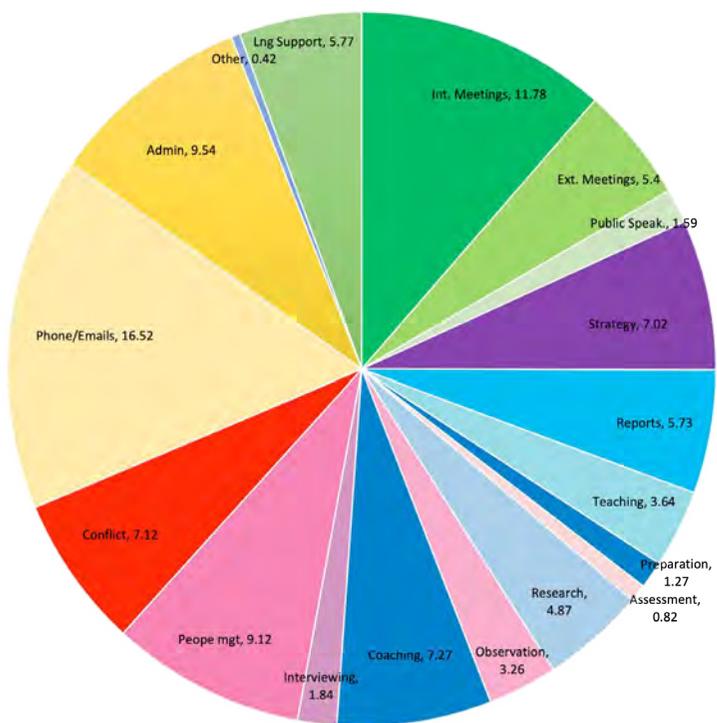


Figure 49: Work tasks Pre Flourish for hybrid groups

- Internal mtg
- External mtg
- Public speak
- Strategy
- Reports
- Teaching
- Preparation
- Assessment
- Research
- Observation
- Coaching
- Interviewing
- People mgt
- Conflict
- Phone/emails
- Admin
- Lng supp

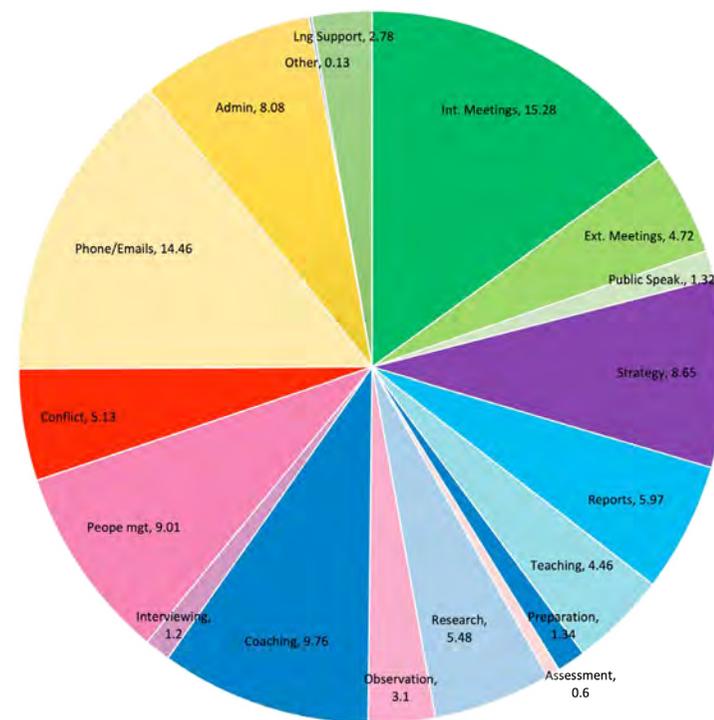


Figure 50: Work tasks Post Flourish for hybrid groups



10. Flow

Flow is a high-performance state where people are completely absorbed in a task. We usually associate this with athletes, but any high performing role such as that of a School Leader, needs to be able to get into flow to improve their effectiveness. The post-program results follow a similar pattern to the ones we found in our 2019 Flourish report. Overall, Flow decreased by 3.3%. This is primarily driven by decreases in the Challenge and Skill required in the job, meaning that School Leaders have become more effective at managing the role. Overall, Enjoyment went up by 8%. This is possibly due to the fact that their environment is less chaotic, and they spend more time in areas that bring them joy. Changes in Time and Interest follow similar patterns as Engagement overall.

The earlier groups have a lower overall increase in Flow but higher increases in Enjoyment (11.4% early groups vs 6.5% later groups). This is likely due to the earlier groups having lower pre-program scores than later groups (6.95 vs 7.34). This pattern is repeated in the face-to-face and hybrid groups. Of further interest is that, over time, the groups have increased pre-program scores of Challenge, Skill, Enjoyment, Time, and Interest as these are all higher in the later and hybrid groups than in the earlier and face-to-face groups.

In the interview, the School Leaders said that there were aspects of their job, typically administration and compliance related, that they did not enjoy and were not a challenge to them. The unfortunate thing for School Leaders is the parts of the job that stimulate them, make up a small part of their workday and the parts of the job that they do not enjoy as much, make up the majority of their workday.

To support this, the data showed that School Leaders got the highest levels of Flow in People development, Leading teaching and learning, and in the School leadership role. The lowest Flow is in the administrative type roles of General administration, Facilities and Finance.

Enjoyment
8%



<i>Flow - Overall</i>						
	<i>Challenge</i>	<i>Skill</i>	<i>Enjoyment</i>	<i>Interest</i>	<i>Time</i>	<i>Overall</i>
Pre Flourish	7.85	8.56	7.22	8.27	8.39	8.50
Post Flourish	7.48	8.15	7.80	8.14	8.02	8.22
Change	-0.4	-0.4	0.6	-0.1	-0.4	-0.3
Percentage Change (%)	-4.7	-4.8	8.0	-1.5	-4.3	-3.3

Table 32: Flow Overall (all 26 Flourish groups)

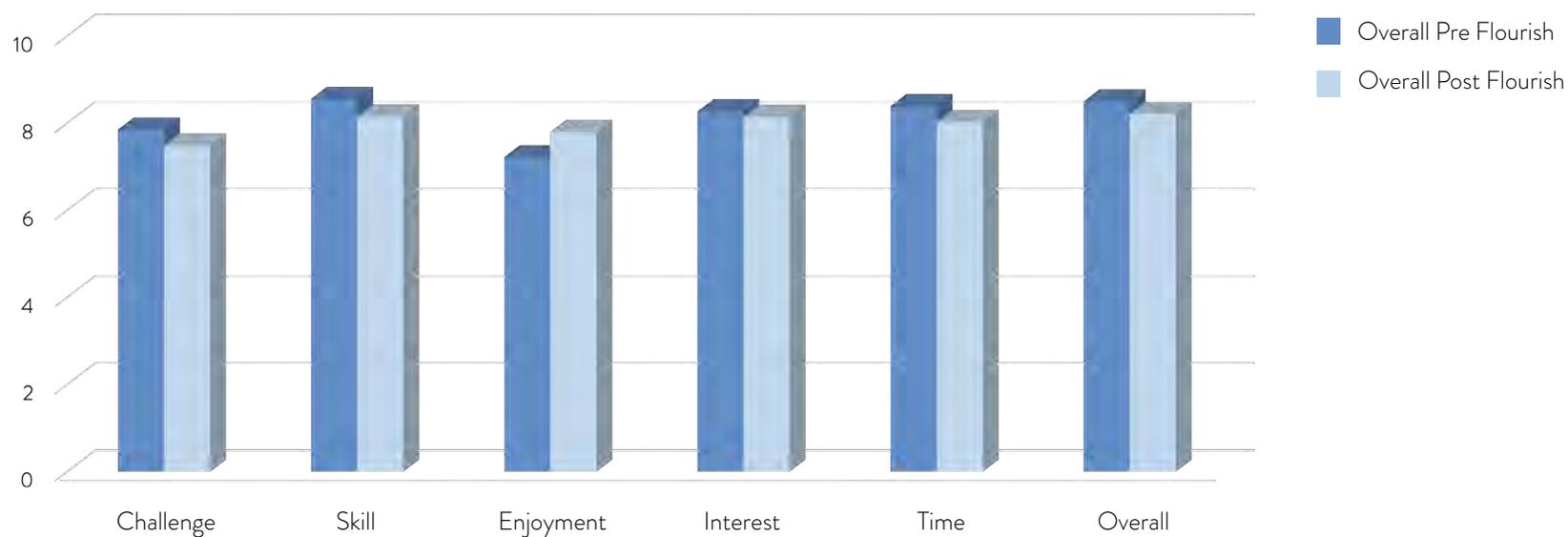


Figure 51: Flow Overall (all 26 Flourish groups)

Flow - Time												
	Challenge		Skill		Enjoyment		Interest		Time		Overall	
	Earlier Groups	Later Groups										
Pre Flourish	7.78	7.88	8.35	8.65	6.95	7.34	8.08	8.35	7.03	9.03	8.88	8.31
Post Flourish	7.48	7.48	7.99	8.22	7.74	7.82	8.02	8.20	6.71	8.65	8.49	8.09
Change	-0.3	-0.4	-0.4	-0.4	0.79	0.5	-0.1	-0.2	-0.32	-0.4	-0.4	-0.2
Percentage Change (%)	-3.9	-5.1	-4.3	-5.0	11.4	6.5	-0.7	-1.8	-4.6	-4.3	-4.4	-2.7

Table 33: Flow changes based on program completion time

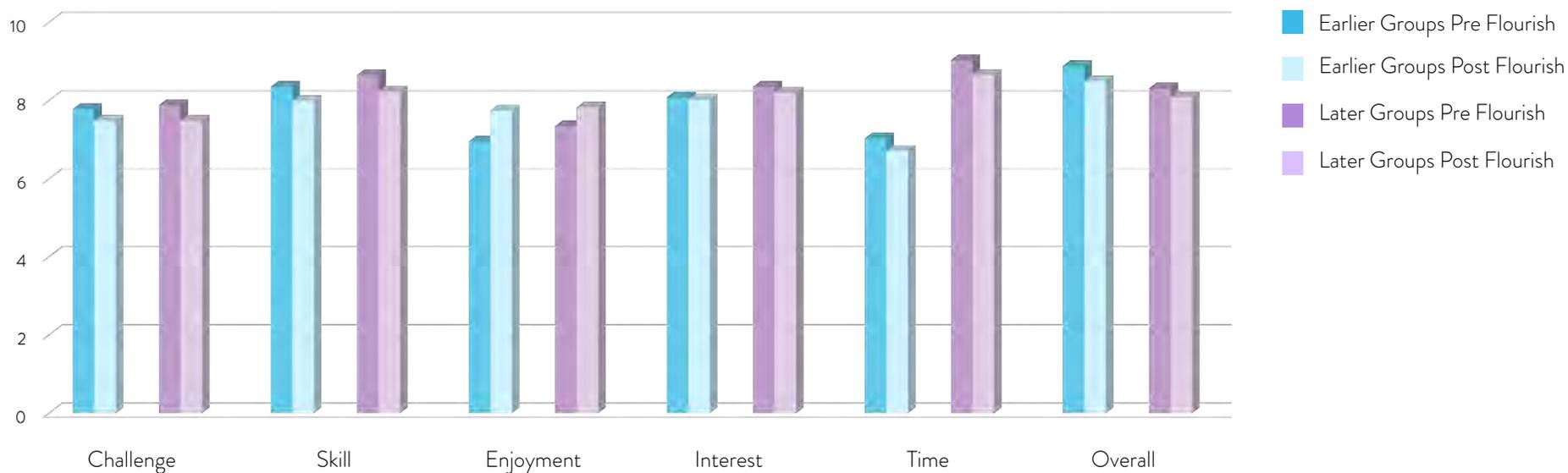


Figure 52: Flow changes based on program completion time

Flow - Delivery												
	Challenge		Skill		Enjoyment		Interest		Time		Overall	
	Face-to-face Groups	Hybrid Groups										
Pre Flourish	7.80	7.93	8.51	8.63	7.06	7.46	8.21	8.36	8.02	8.98	8.57	8.37
Post Flourish	7.41	7.59	8.07	8.27	7.69	7.96	8.07	8.26	7.66	8.61	8.25	8.16
Change	-0.39	-0.33	-0.44	-0.36	0.63	0.50	-0.13	-0.10	-0.36	-0.37	-0.32	-0.22
Percentage Change (%)	-5.0	-4.2	-5.1	-4.2	8.9	6.7	-1.6	-1.2	-4.5	-4.1	-3.7	-2.6

Table 34: Flow changes based on delivery mode

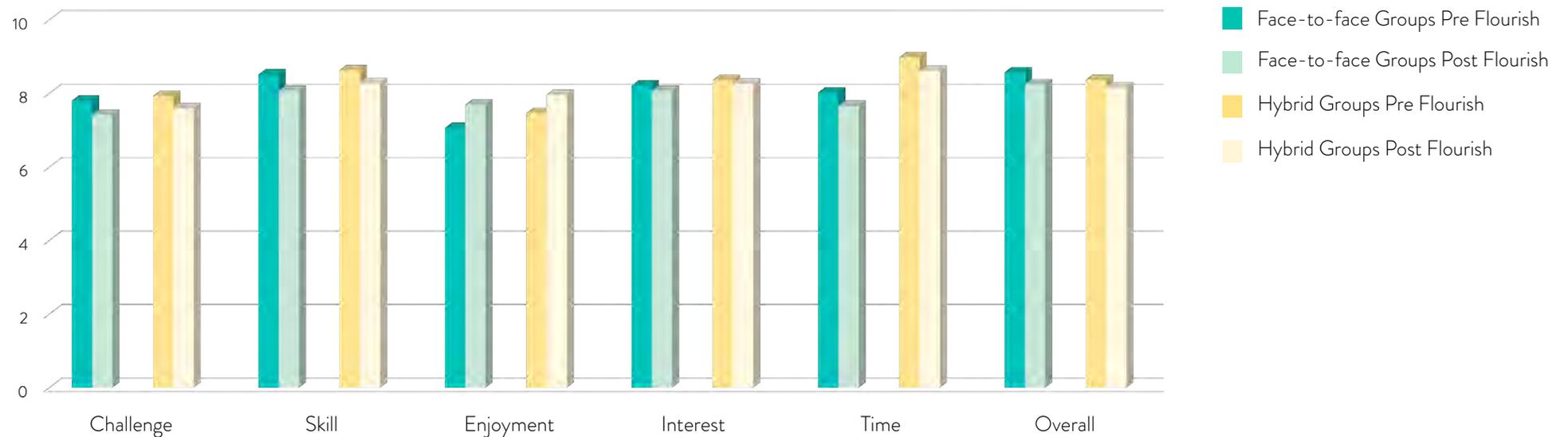


Figure 53: Flow changes based on program delivery mode

11. Impact

During the data analysis of the 2019 Flourish report, we included a section on the Return on Investment (ROI) that School Leaders got as a result of completing the program. The results showed a 170% ROI for the program. However, this calculation did not include improvements in physical wellbeing as this data had not been collected. We knew there were improvements in physical wellbeing from the many anecdotal stories of improvements, but we were not able to quantify it. As a result, we now include Impact questions to gain an understanding of how Flourish impacts factors that reduce their capacity to perform in the role.

These measures only relate to the later groups as these were introduced in mid-2019. We saw the following improvements in physical wellbeing:

- Sleep problems due to work stress decreased by 19.4%,
- Health risk for heart disease and stroke decreased by 16.5%
- Being overweight due to work decreased by 15.8%.

We also saw the following improvement in psychological stress:

- Likelihood of taking leave to cope with stress reduced by 5.1%
- Likelihood of leaving the role due to stress and work pressure reduced by 8.3%.

It is inspiring to see the full nature of the impact of the program on the lives of School Leaders. These improvements are very encouraging, as ten out of the twelve of these groups were affected by the pandemic. However, to gain a full picture of the impact of the pandemic, we compared the results of the face-to-face and hybrid groups. While there are only two face-to-face groups in this area of analysis, the impact of COVID-19 in the School Leaders physical health cannot be understated as shown in Table 36. The significant difference in the outcomes for these two groups, which was heavily impacted by the pandemic, is very clear.

The face-to-face groups had improvements of over 20% in all areas of impact listed (see Table 36)

- For the hybrid groups we saw the following improvements:
- Sleep problems due to work stress - decreased by 17.6%,
- Health risk for heart disease and stroke - decreased by 14.6%
- Being overweight due to work - decreased by 14.75%.

We also saw the following improvement in psychological stress:

- Likelihood of taking leave to cope with stress reduced by 2.30%
- Likelihood of leaving the role due to stress and work pressure reduced by 5.49%.

What is evident is that many School Leaders were managing their stress, work overload and demonstrating incredible resilience, there was still a considerable impact on them from the pandemic. Those in the hybrid groups had poorer pre-program impact results and poorer post-program impact results. This is unsurprising and is likely to be representative and reflective of a similar mood in the general population at the time as evidenced by 'the great resignation'. Of concern here is that School Leaders in some states are hard to come by and hard to keep. It will be of interest to review the current Flourish groups when they complete the program in 2023 and 2024 to see if these impact results return to the pre-pandemic levels we had seen.



Overall impact
of work stress

-12.0%



Impact of work
stress on sleep

-19.4%



Considering leaving
job due to stress

-8.3%

Impact - Overall							
	<i>I am considering leaving my job due to high work pressure and/or stress</i>	<i>I am considering applying for work leave due to high work pressure and/or stress</i>	<i>I have or will seek medical care for symptoms caused by high work pressure and/or stress</i>	<i>Work pressure and stress levels impact my ability to have an adequate level of sleep</i>	<i>I am overweight due to workload and/or stress</i>	<i>My Doctor has advised me that I am in a high risk category for heart disease and/or stroke</i>	Overall
Pre Flourish	2.05	1.87	2.22	3.45	2.95	2.15	2.64
Post Flourish	1.88	1.78	1.98	2.78	2.48	1.79	2.33
Change	-0.17	-0.10	-0.24	-0.67	-0.47	-0.35	-0.32
Percentage Change (%)	-8.3	-5.1	-10.9	-19.4	-15.8	-16.5	-12.0

Table 35: Impact Overall (all 26 Flourish groups)

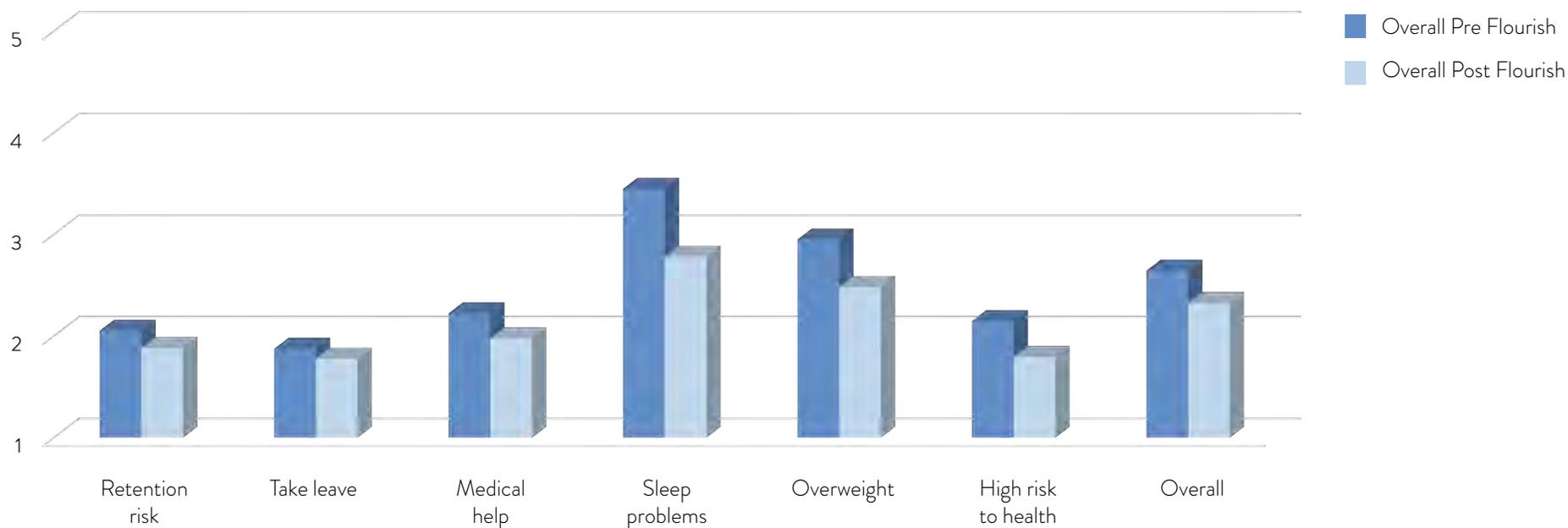


Figure 54: Impact Overall (all 26 Flourish groups)

Impact - Delivery														
	<i>I am considering leaving my job due to high work pressure and/or stress</i>		<i>I am considering applying for work leave due to high work pressure and/or stress</i>		<i>I have or will seek medical care for symptoms caused by high work pressure and/or stress</i>		<i>Work pressure and stress levels impact my ability to have an adequate level of sleep</i>		<i>I am overweight due to workload and/or stress</i>		<i>My Doctor has advised me that I am in a high risk category for heart disease and/or stroke</i>		Overall	
	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups	Face-to-face Groups	Hybrid Groups
Pre Flourish	2.33	1.25	1.78	1.18	2.22	1.39	3.59	2.14	3.14	1.82	2.07	1.35	2.52	1.67
Post Flourish	1.82	1.18	1.39	1.16	1.64	1.28	2.54	1.76	2.46	1.56	1.50	1.16	1.89	1.50
Change	-0.51	-0.07	-0.38	-0.03	-0.57	-0.12	-1.05	-0.38	-0.68	-0.27	-0.57	-0.20	-0.63	-0.16
Percentage Change (%)	-21.72	-5.49	-21.64	-2.32	-25.90	-8.28	-29.33	-17.58	-21.52	-14.75	-27.68	-14.55	-25.00	-9.84

Table 36: Impact changes based on delivery mode

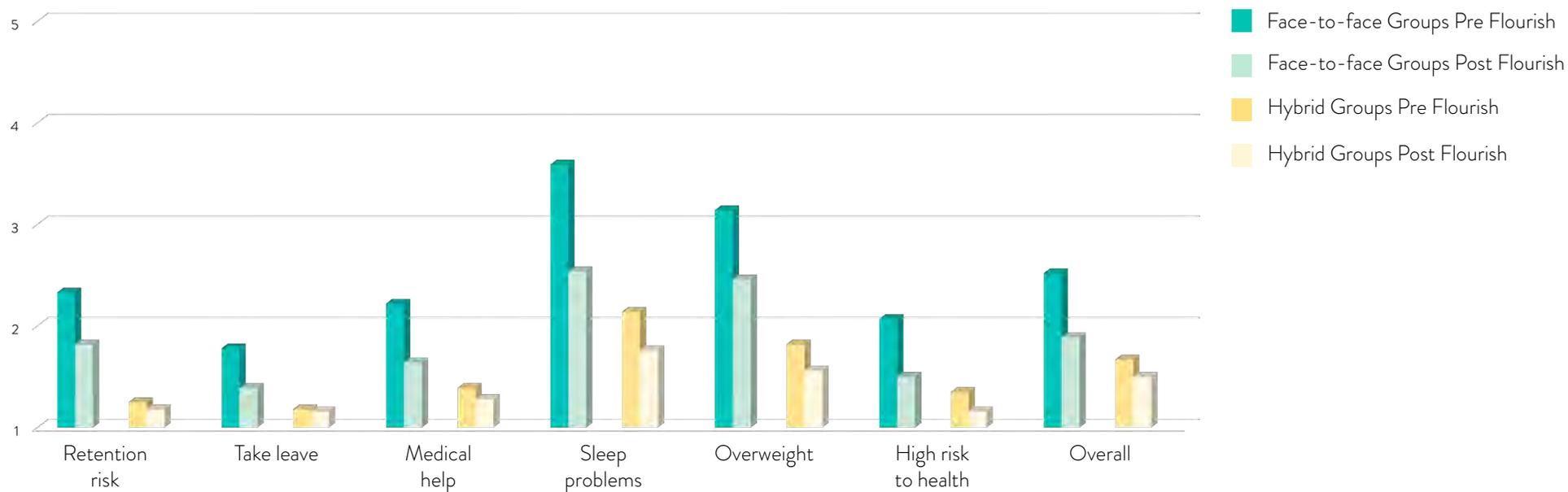


Figure 55: Impact changes based on delivery mode



Section 3

RETURN ON INVESTMENT

Upon reflection from the clear success demonstrated through the research completed by Deakin University, we engaged an independent actuary to assess the return on investment (ROI) for the School Leaders who invested in this program.

When asking people to take a leap of faith in a program that had the best of intentions, it's satisfying to be able to show them, not only the wellbeing benefits, but to quantify the benefits for them in financial terms. The analysis was completed by independent and global experts in wellness forecasting - Wellcast - which have been utilised by some of Australia's largest health insurances and telecommunication companies and has over 30 years of experience and data.

It can be challenging to put a price on wellbeing. In fact, we know that it is priceless. A consistent finding in our research was that School Leaders have great difficulty in prioritising their wellbeing, in other words putting themselves first. Many find it difficult to allocate funds to Professional Development that benefits them directly. Intuitively School Leaders know that this investment is not just for them, as improvement in their wellbeing will benefit their school, their staff, the students in their care, as well as the community at large. However, we wanted to provide them with solid proof that their wellbeing is worth investing in. To do that, we engaged actuaries to measure the Return on Investment for The Flourish Movement. In the 2019 Flourish report the actuary assessment only included improvements in productivity from increased effectiveness, and reductions in productivity losses due to absenteeism and presenteeism. This showed a 170% ROI.

Since 2019 we have added in specific questions as advised by the actuary to assess the impact of the program on the School Leader's health status and likelihood of staying or leaving the role (see page 80 and Table 35). The reason for this is that any physical improvements lead to a reduction in their need to take time away for medical care, as well as improved productivity. Additionally, improvements in staying in the role longer means that experienced School Leaders maximise their career and continue to do the valuable work they do. This too has savings for the school and their employer as it reduces turnover costs. Further, increases in salaries since 2019 have been included, as well as the opportunity cost of the money spent on the program (the cost of the program could have been invested and received an interest return). We have kept this analysis as conservative as we could, and we did not include physical health benefits in the analysis (e.g., reductions in blood pressure).

With all these considerations, the current Return on Investment has increased from 1/1.7, or 170%, to 1 / 2.99, or 299%. This means that a School Leader who has invested in themselves and their school have not only made their money back but another 199% in the first year of the program. This is higher than in the previous report, not only because we were able to add in the impact of the health improvements and turnover reductions but also due to improvements in the Australian economy since 2019.

In 2021, we released our Flourishing Over Time report which explored the sustainability of the Flourish Movement program since the pilot group completed it in 2017. We had these results analysed by the actuary and received the ROI of 1 / 2.31 for every year after the first as an average. Over a period of four years this means a School Leader will have on ROI that adds up over time to a saving of over \$32,000. At the same time, the cost of the program did increase in 2019 from \$2600+GST to \$2950+GST.



Figure 56: The Flourish Movement ROI

* Savings for participants who paid \$2,600+GST for The Flourish Movement Program (2016-2018)

** Savings for participants who paid \$2,950+GST for The Flourish Movement Program (2019-2022)



Section 4

CONCLUSION, RECOMMENDATIONS AND FUTURE WORK

Conclusion

In summary, The Flourish Movement program has shown very consistent results and impacts across almost all target areas of the program. Overall, there are increases in:



Recovery activities
at home **14.4%**



Recovery activities
at work **27.6%**



Work-family
balance **17.6%**



Boundary
strength **54.2%**



My personal time
is my own **32.6%**



Wellbeing **9.0%**



Job
satisfaction **9.1%**



Psychological
capital **7.8%**



Resilience **10.2%**



Time spent in Leading
teaching and learning **23.1%**



Time spent in People
development **16.2%**



Time spent in
School leadership **10.5%**

Overall, there are reductions in:



Interruptions **35.5%**



Stressful issues **13.4%**



Stress **19.2%**



Work overload **18.2%**



Crisis management **23.4%**

It is fantastic to see the consistency across so many constructs in the results of this program across both time and mode of delivery. It is a testament to School Leaders' ability to take action and improve their wellbeing and effectiveness through this program. For those in the later and hybrid groups, impacted by the pandemic, the fact that their results were very similar across many of the areas shows true strength and determination.

This is evident in areas such as Stress. The fact that there is little difference in Stress reduction over the program between earlier (20.4%) and later groups (18.7%) and face-to-face (20.8%) and hybrid (16.6%) suggests that School Leaders are so used to working in stressful environments, that the pandemic and bushfires were simply just another stress they had to deal with.

The impact of the pandemic was clear though in Boundary Strength and Work-family balance. The later and hybrid groups had improvements that were not as strong as the earlier groups. For example, the early and face-to-face groups saw a 91% and 67% improvement in Boundary strength, while the late and hybrid groups only saw 38% and 35%. We saw a similar pattern in Work-family balance. Both the early and face-to-face groups saw a 21% improvement while the later and hybrid groups only saw 16% and 13% improvements. This pattern was also observed in response to the question 'My personal time is my own'. Early and face-to-face groups improved by 42% and 37%, while the late and hybrid groups saw a 28% and 25% improvement.

As described in the Work roles and tasks, there were increases in the later groups for Internal meetings and People management which is understandable and demonstrates the changing needs of the role over the last few years.

One finding we noticed was that the School Leaders undertaking Flourish in the hybrid and later groups began with better pre-program levels than their face-to-face and earlier counterparts. They also showed similar improvements in most constructs (e.g., Recovery at work, Recovery at home, 'My personal time is my own', Psychological Capital) or finished at a similar post-program level therefore making the percentage change appear smaller (e.g., Social support at work, Engagement, Interruptions, Wellbeing). It seems that those School Leaders who invested in themselves and their wellbeing during the pandemic were more conscious of and pro-active around their wellbeing.

Anecdotally, we experienced one of two responses from School Leaders when enquired about participating in Flourish. Either they decided to join with the mindset that this was the best time to work on their wellbeing and effectiveness in order to be the best leader they could be to support their school, or they declined to participate at this time as they felt they could not allocate the time required to focus on themselves and that they needed to focus on their staff and their schools. While both are valid positions to hold, it can serve to partially explain the higher pre-program scores we see in the hybrid groups.

It has been excellent to see that people attending virtually are still demonstrating positive improvements in their personal and professional lives. We will be keen to see if the groups who now have the choice as to whether they attend face-to-face or virtually (during the pandemic participants didn't have a choice) demonstrate benefits that are in line with pre-pandemic times or to see if the changes we have observed are now more sustainable.

Flourish has also moved to offer hybrid and virtual programs, in addition to the face-to-face programs, therefore giving participants the chance to choose the delivery method that best suits their circumstances. It also allowed The Flourish Movement to reach School Leaders across the country, now including Western Australian, Victorian and South Australian School Leaders amongst our participants. It is incredibly gratifying to see that School Leaders who invest in themselves and take action on their wellbeing and effectiveness are able to improve the quality of their working lives.

Issues still outstanding

On day two of the program, participants were shown their group results and observations made in relation to the use of their time by Dr John Molineux from Deakin University, who conducted the research aspect of the program. From the data collected, the following observations were made about School Leaders roles and very little seems to have altered over the last two years:

1 HIGH ADMINISTRATION AND COMPLIANCE WORKLOAD

A significant finding of this program and report is the large volume of time School Leaders spend in administration and compliance. There is a large amount of time taken up with routine administration work that doesn't utilise the skill and experience of School Leaders, which indicates poor utilisation of time. As a result, we found that many Leaders had very little time to focus on transformational activities that improves the educational outcomes for the students. Secondly the high administration and compliance workload results in leaders feeling less engaged and stimulated by their work.

2 HIGH LEVEL OF INTERRUPTIONS

Their working environment makes it very difficult for School Leaders to have time to focus and complete complex tasks such as strategy, planning and reporting. This is largely due to the large number of interruptions during the day, often by stakeholders who expect to get their time and attention instantaneously. A School Leader's time is often hijacked by other peoples' needs and agendas.

3 EXCESSIVE WORKING HOURS

In order to compensate for the above two issues, School Leaders are working excessively long hours and don't have time to complete their work without it significantly intruding into home life. This can result in work-family conflict, burnout and poor physical and mental wellbeing.

4 LOW LEVELS OF SELF-CARE AND RECOVERY

As a whole, School Principals and Leaders are not exhibiting appropriate levels of self-care. There is insufficient time allocated to psychological and physiological recovery activities, especially during normal work hours, and this may result in burnout or contribute to serious mental or physical illnesses. What drives this is a combination of; volume of workload to get through, guilt associated with taking time for themselves, high levels of meaning and purpose causing them to care for everyone else rather than themselves and finally a mindset that they need to be more resilient and just push through. Without doubt, the wellbeing area needs significant improvement through a number of avenues to allow aspiring, newly appointed and current Principals to have a range of resources that support them throughout their career stages and choices.

5 INEFFICIENT SYSTEMS

Throughout our interviews and research, School Leaders commented on their frustrations with existing systems that do not work effectively and the ineffective implementation, planning and resourcing relating to the introduction of new systems. While they accept there will always be new systems, they found that the systems themselves were not easy to use and seeking assistance with these systems was time consuming and did not offer a sophisticated solution.

6 EXPERT GUIDANCE

There are situations that many School Leaders find themselves in, for which they are the appropriate person within the school context to address the issue at hand, but for which they have not had specific training, e.g. conflict, counselling, health and safety, staff misconduct and management of work performance. Primarily, these areas are HR in nature and related to people management as well as general conduct of parents, and the student community.

Recommendations

This report covers three different states – New South Wales, Queensland and Tasmania, each with their own systems and strategic plans for improving wellbeing for School Leaders. It is interesting to note that these issues remain despite changes in the last two years. We did note in a separate project in NSW that School Leaders during the pandemic were able to meet the needs of their students, staff and parents in school communities primarily because all new departmental initiatives and compliance were paused or suspended. Many Leaders commented that they were better able to do their job when given time and space and a pause from the steady stream of new priorities to include in their schools. Since the release of our report in 2019, there have been some good responses from each State’s Department of Education in relation to improving the life of School Leaders, with each state developing their own local priorities and addressing their circumstances in a different way. The intensity of the workload due to the pandemic has also impacted School Leader wellbeing.

These are great initiatives, but we also believe that each State Departments could consider the impact of the observations above in developing a holistic response to the structure and work of School Leaders. The recommendations below address many of the above listed issues. As the issues are complex and intertwined, any number and combination of the recommendations can work to address the outstanding issues. Some of our recommendations include:

1 HEALTH AND WELLBEING FOR SCHOOL LEADERS

- Provide ongoing systematic training on School Leader wellbeing, beginning at induction.
- Ensure a balanced approach to performance and wellbeing management by ensuring wellbeing is a consideration in Professional Development Plans and supervision conversations.
- Provide performance and wellbeing training programs to Directors Educational Leadership and non-school based staff to ensure a systemic cultural shift towards improved workforce wellbeing and work-life balance.
- Ensure that the programs offered are evidenced based and provide independent data that proves the program achieves its intended outcomes.
- Have a dedicated program that specifically addresses wellbeing. Don’t add wellbeing training into another program. For example, don’t cover wellbeing for half a day as part of a leadership program. If wellbeing is treated as a token issue, the results achieved will be token.

2 INTRODUCTION OF NEW SYSTEMS AND PROCESSES

- Integrated planning for introducing new software, initiatives, and policies.
- Using a high level of the best pedagogy (Andragogy/ Adult Learning) and learning approaches to learning when training School Leaders in any kind of new processes.
- Rigorous testing prior to releasing any new systems and processes and specific consideration to the time/workload impact at the school level.
- Consider the speed and pace at which new initiatives are expected to be implemented.

3 HR SUPPORT FOR STAFF PERFORMANCE ISSUES

- Local HR support should be provided around serious misconduct and under-performance processes with school staff. In very large schools, a dedicated HR manager should be employed.
- Ensure that Principals are effectively supported through accusations of parents and teachers. This will need to be in both policy and in action that actively supports Principals when parents and teachers act outside of the behaviour parameters set by the Department.
- Train School Leaders in counselling and performance management processes.
- Develop Principals as leaders, not just managers.

4 COLLEGIATE SUPPORT

- Acknowledge the research supports the importance of collegial support as a protective factor.
- Ensure that mentoring and buddying processes are in place for School Leaders.
- Actively encourage and support Principals' and School Leaders' attendance and engagement with professional associations that enhance collegial support.

5 LOCAL BUSINESS MANAGERS

- Consider introducing funding for business managers for groups of small schools that are able to run facilities, property, safety and finances, and complete appropriate compliance activities.
- Larger schools should have a full-time business manager. Smaller schools could share a business manager.

6 COMPLIANCE BURDEN

- Reduce compliance burden from compulsory reporting to exception reporting as a default or rotate compliance reporting to a three-year cycle, with different elements to be reported once every three years.
- Introduce centralised automated reporting systems to address mandatory NERA reporting requirements, collecting data once and then using it throughout the department.
- Consider reducing the burden on small schools or increase release time for the teaching Principal to undertake this work.

7 CLARIFY THE ROLES OF SCHOOL LEADERSHIP TEAMS TO IMPROVE PRINCIPALS' CAPACITY TO LEAD

- Provide School Principals with greater role clarity and assistance from their leadership teams at a system level, should further reduce their administrative burden, as well as build the capacity within the leadership team.
- Greater role clarity would help minimise some of the unhelpful mindsets that School Leaders fall into. Such as, 'I have to be everything to everybody, and I must solve everyone's problems and look after them'.
- Moreover, Principals struggle with delegation. Sometimes, they are not sure what they can delegate, and they often feel guilty for delegating tasks to staff, so they hold onto far too many tasks themselves. This results in them being very reactive and getting lost in the complexity of the role. As a result, they don't get to the more strategic parts of the role.
- Role clarity will help them understand where they should be spending their time and what tasks they can delegate to others. As previously mentioned, increasing administrative support to reduce the administrative load will utilise the Principals' unique skills and improve their enjoyment of the role further, therefore increasing longevity in the role. This could also be used to increase the leadership capacity of the school's Deputy or Assistant Principals, Administrative Staff and/or Leadership Team.

Future work

1 INCREASE ACCESS TO THE PROGRAM

In 2019, due to the strong results arising from the program, The Flourish Movement had already reached beyond the borders of New South Wales. The program was operating in other states of Australia, namely Queensland and Tasmania. In 2022, with the introduction of hybrid sessions we now have participants from all over Australia and in all states with the exception of Northern Territory. In Queensland and in Tasmania, many programs have been completed with only slight regional differences at baseline. Further the program has now been run for School Leaders from Catholic Dioceses in NSW and Queensland. Participants' feedback continues to be fantastic with many expressing similar changes and improvements as NSW participants, at similar stages throughout the program. This is encouraging as it continues to support so many of the findings of the Riley Report, as well as demonstrate relevance and impact in each region. Essentially, given the tools and the support, School Leaders will make and sustain changes that continue to benefit their role, their staff, their school and their own wellbeing.

2 BUILD FLOURISHING SCHOOLS

The participants were so energised from the positive results and impact of Flourish, they were keen to share the principles with their staff and schools. However, the Principals found it time consuming to prepare the material and customise it to their staff. This led us to develop the 'Flourish for Schools' program. This program is hosted online and is designed to be a leader led program for the entire school staff population. It takes key components of the course (in the form of videos, diagnostics and handouts) and customises them to suit the school staff population. Once registered, the school has access online for the School Leader to take the staff through the program at their desired pace. All staff are included in the program, including administration staff who often miss out on Professional Development. We believe this will increase and improve the relationships across the school itself. The program is sufficient for 12 months of staff Professional Development, allowing School Leaders to have a turn-key solution for their staff PD over that year. We have also included a survey as part of this course both to inform on the state and status of the staff population, but also to give group based and de-identified feedback to the Leader of each school on their own staff and their wellbeing. This will allow them to utilise this information in their delivery of the course, as well as address the overall school staff needs. We will be collating this data to get a wellbeing snapshot of school staff as well as measure the impact of the program.

3 BUILD FLOURISHING STUDENTS

With the introduction of Flourish for schools, it would be interesting to review internally captured school data and draw inferences on any impacts on the school staff population since the introduction of Flourish for the School Leader and again with Flourish for schools. Further, it would also be of interest to review how these changes impact student outcomes.



Section 5

APPENDIX AND REFERENCES

Comments

As part of the evaluation of The Flourish Movement, participants were asked six questions. These were:

1. Since your involvement in The Flourish Movement, have you noticed any changes in the way you deal with interruptions to work? Also, have you noticed any changes to work flow or work efficiency? Please describe.
2. Have you noticed any changes in relation to introducing Third Space transitions or changes in work-family or work-life? Please describe.
3. Have you noticed any changes to relationships in your school? Have you been able to pass on techniques from The Flourish Movement to your staff or school community? Please describe.
4. Have you been able to introduce new recovery activities or improve your recovery at work or after work? Please describe.
5. Have you noticed any change to your overall sense of wellbeing? Please describe.
6. Is there anything else you would like to add or provide feedback about The Flourish Movement?



1

Since your involvement in The Flourish Movement, have you noticed any changes in the way you deal with interruptions to work? Also, have you noticed any changes to work flow or work efficiency? Please describe.

“Definitely, I am using my time to work smarter rather than harder. I **schedule email** response times, strategic times for first thing in the morning when I am fresh, give myself recovery and fun time, use the flourish model every day on my way home, consider how I want to show up, I use the choice point analogy with staff via coaching now and in my own work to manage my responses from a growth perspective”

“I am able to block times and organise my leadership team to **better manage our collective time** to give each of the team an opportunity to work with reduced interruptions”

“Since my involvement in this program I have found that I am more present to my staff and family. I no longer answer emails or take work home. In my interactions with staff, students or parents I close my laptop while they are in my office to ensure **active listening**. When an appointment is requested I ask for an agenda to be forwarded prior to the meeting to ensure I am prepared. By limiting my jumping from task to task I have found that I am dealing with issues with greater clarity and efficiency. I am more discerning with the emails I tackle in my day and I feel less stressed if I don’t get to all of them by days end.”

“I indicate to others when I need to not be interrupted. I advise my office staff when I have critical work that needs to be completed and why I cannot be interrupted. My work flow is significantly altered. I work on a task until completion after scheduling time to complete it. I catch myself saying, ‘what next?’ And I then review my task allocation because I have allowed myself the **time to be focused on a singular task** until completion, being completely absorbed by it and not thinking of ‘other’ things I have to do.”

“I have noticed that the interruptions have significantly reduced compared to pre-Flourish days. Although, in saying that the changes with COVID-19 have meant a bit of a shift again. I find that I am much **more focused** on completing tasks rather than jumping from one to the other and not really doing anything properly.”

“Yes, I have learned to shut the door if needed and be **honest about my availability** and when I can get something back to them.”

“I’m more patient and tolerant of interruptions. Staff have become **more respectful** of me when interrupting. I’m prioritising tasks more effectively. Flow has improved and I feel more efficient in that one task is completed at a time (not working simultaneously across several)”

2

Have you noticed any changes in relation to introducing Third Space transitions or changes in work-family or work-life? Please describe.

“I have definitely noticed changes in my work-family life because of the Flourish program. The idea around ‘recovery’ being built into my daily, weekly, termly calendar has changed my life! I was always someone who worked flat out through the term and used school holiday periods to recover. I have made a shift in my life to **building recovery throughout the school term** including a weekend away mid-term with my family as made a significant difference to my energy levels and feeling of wellness which I’ve never had before. I am also more conscious of transitioning from work to home using the learning from Third Space.”

“I still do work at home and work a slightly longer day than my scheduled time but have much stronger boundaries and **can choose** if I am going to do work and do not feel stressed if I don’t do work at home like I used to, therefore I do feel like my time is my own.”

“My children now say to me when I get home, ‘Now, go and have your third space because I want to talk to your about/need your help with...’. I have a rule now that once I am home, I do NOT check emails, that it will have to wait until morning and this has **DRAMATICALLY improved my sleep**. I communicate with my family when I am going to be doing ‘school work’ at home, what this will look like and how long I will be doing it for.”

“The third space has been very helpful particularly on days where I have experienced high challenge for example staff and student behaviour / challenges. The third space has enabled me to make a distinction between school and home allowing me to **be present with my family** when I get home. I have made a conscious decision to create boundaries at home involving technology use in front of children and creating limitations on work each night. I prioritise what needs to be done through lists and only focus on, ‘What’s on top’.”

“Yes. I switch off far better, and never open my computer on the weekends. I send no correspondence at times where I want to **model** ‘not working’ also, as I know my **behaviour** impacts others.”

“I am able to separate myself from school. I go home earlier and I exercise more. If I have a particularly bad day, I don’t dwell on it, I go for a walk or do something I enjoy. As a result I am **calmer at school** and not so reactive and this has resulted in my team being calmer and less reactive. I transition between school and home much more successfully and am able to leave school behind, even though I still carry my bags full of stuff!! If needed I still will deal with essential items if I am out of the school but I have let go and trusted my team more.”

3

Have you noticed any changes to relationships in your school? Have you been able to pass on techniques from The Flourish Movement to your staff or school community? Please describe.

“I am **connecting more** and taking a personal interest in my staff. I have shared with staff the importance of boundaries and that we all need to value our time. That my time is no more important than support staff as we all have roles to play for the function of the school and for our kids. I have **modelled the boundaries** by setting time frames, with a timer, and sticking to it by ending meetings at the agreed time and actually telling staff when their time is up (previously I would let a meeting drag out for 2 hours just to be polite! I’m still polite now though lol). Information about Third Space and really making work work and home home but also being realistic that at times work will flow into home but we need to be mindful of how much.”



“Yes as a leader I have always placed great importance on wellbeing, but having participated in Flourish, I really feel I have a great deal **more confidence** in not only articulating the importance of wellbeing to my staff but in taking responsibility for my own wellbeing without a feeling of guilt for doing so”



“Some of the flourish strategies such as taking on challenging conversations at an appropriate time and place have enabled me to encourage a more **positive staff culture.**”



“I am **more open** about the impact my job and my personal life have on my ability to do my job. I talk with my team about the Flourish strategies and my own experience and journey and the impact they have had on my life balance. I notice when my team members are not themselves and actively seek them out and offer support. I have found that other **staff members seek me out** if they are feeling overwhelmed or stressed, often just to have a chat knowing that I don’t judge them or dismiss their feelings, and that I will offer practical solutions if that is what they want.”



“Absolutely. I utilise many tools introduced through the Flourish Project with day to day interactions, conflicts, problems of practice frequently. I have also commenced the Flourish Project with staff and the feedback has been overwhelmingly **positive.**”



“In what has been an incredibly stressful time in schools, I have found that I have been able to control my stress and emotions to provide my staff with **guidance and support.** The collegiality and collaboration amongst staff has been acknowledged and we are a very tight knit group. There was **genuine care** for each other and a lot of laughter kept all staff on track. I am talking about some of the strategies I use and would like to do more work in this area with staff. I feel I have been able to support staff during difficult times.”

4

Have you been able to introduce new recovery activities or improve your recovery at work or after work?
Please describe.

“At work I will make sure that if I am feeling tense or drained that I **get out of my office** and walk through the playground. I make a point of getting out of my office for lunch, going outside more has been the biggest change. After work I take half an hour to sit in silence and read a book or play a mindless game on the iPad. **Connecting** with my boys has been a big change and walking with my husband. Every 3 weeks I have established a craft group where we meet at my place and all have our own project to complete and catch up.”

“**Exercise and health eating** habits have seen me drop 20kgs and keep it off!”

“Engaging with students during break times and visiting more classrooms - grounds me, motivates me and reminds me why I do what I do. At home I have let my family have more of a say in what we do and when, rather than me staying home on the laptop I now go for the bike ride, watch the movie, play uno etc. I’ve also found a great **podcast** that I am listening to on my way to and from work - completely non-related to education. I look forward to the drive!”

“I have never implemented any meditation practices prior to Flourish, however, now it is a key part of my “Third Space” transition. I find that 5-10 mins **meditation** on a daily basis enables me to make the shift calmly to be able to take on my chaotic household of 6!”

“I have trouble switching my brain off so I have taken up reading books unrelated to education. Going to the gym and **debriefing with my buddy** or listening to music stops me from getting out my laptop and checking emails.”

“Joined the **gym** with another Flourish Principal and go together twice a week”

“I have finally embraced a **meditation** app - and couldn’t believe how much success I have experienced as a result! I still enjoy my wine - but I am significantly more mindful about it (I am now tracking all food/wine/exercise). When I need to ‘reset’ at work, or need a break, I will just go and drop in on classes - usually take some pictures, have children share their work with me, chat to children about what they’re doing - it reminds me why I do what I do.”

5

Have you noticed any change to your overall sense of wellbeing?
Please describe.

“It has been more stable and my mindset of being able to take on difficult/challenging situations has improved. I know **it is ok to sit with the uncomfortable** and that it will always be there with each new challenge/crisis but THIS IS OK, THIS IS NORMAL and being ok with feeling uncomfortable will ultimately lead me to proactive behaviours which in turn will improve the culture of my school (as I am more confident to address issues as they arise to maintain and model high expectations).”

“I definitely feel **calmer and more positive** about my job. I am better at navigating the challenges that come with our role and my sleep has improved.”

“In Flourish hearing that my colleagues also feel inadequate in some way, made me **feel much stronger as a leader**. If colleagues of their calibre have doubts about their abilities, it is ok for me to have doubts too. I have learned to accept the doubts and “Kevin” them. It has reduced my anxiety significantly.”

“Massively! I am a much **healthier, happier and more productive** Father, Husband and Principal.”

“COVID impacted my sense of wellbeing - however this is not the norm. What I am pleased about is that I had a significant ‘toolkit’ from Flourish that helped me to manage the impact on my wellbeing. I am currently **feeling the best I have in a very long time**. I am calmer, I feel more in control of ‘the stories I tell myself’. I feel settled. The constant level of anxiety I previously felt has all but disappeared.”

“Mainly the ability to set realistic goals of what can be achieved in a set time, how to prioritise and the knowledge that sometimes, things don’t get done and that is OK! I no longer put work before family and this has enabled me to be present in the lives of my children. I focus fully on work at work and then I focus on family at home. This **separation is key** in being able to properly relax in my own time at home and not feel guilty. My family also knows that when I am work - all communication to me has to wait until after school unless it is an emergency so the boundaries work both ways.”

“I am happier, have more energy and ensuring I put my own oxygen mask on before helping others. This makes me a **better leader**. I am having more **fun at work**.”

6

Is there anything else you would like to add or provide feedback about The Flourish Movement?

“I enjoyed the program, it made me realise that we all have the same doubts as leaders. I appreciated **getting to know my fellow principals** on a deeper level and the strategies shared to assist in making the work/life balance more harmonious. I really like the research behind the program and I now have a Flourish buddy who I contact weekly.”

“The presentations were all **easy to listen** to and follow. Some activities were uncomfortable but it is good to be pushed out of my comfort zone. Even though I haven’t been able to successfully implement all the strategies consistently I am going to keep trying as they have **made a difference** to my workload and recovery.”

“I have loved it! It has made a big difference. I have also made a great friend out of it, my **flourish buddy**. We have spoken every week since starting”

“Flourish has been invaluable in providing **research based skills** to balance workload, job expectations and my personal life. If I am not able to “recharge my own batteries” I am not able to function at my best at school for my staff and students.”

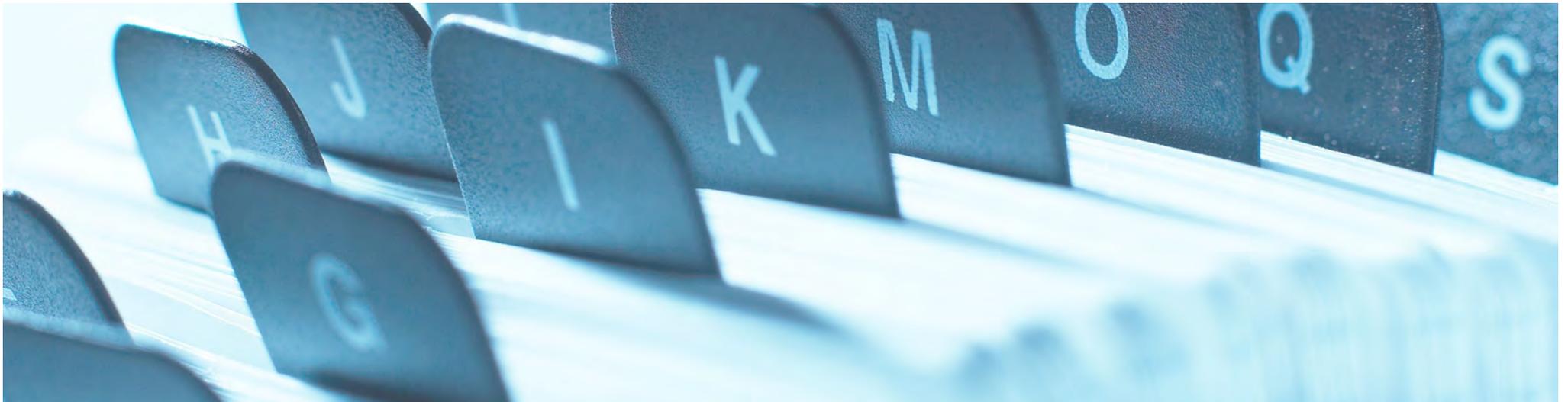
“I’m glad that I participated in the Flourish program at the beginning of my time as a Principal as it has given me many great strategies to put in place from the start. I also found that the **mix of experience** of the Principals in our cohort was great as their struggles were the same as mine and coming together has given me some great contacts and a **supportive network** of experts. The Flourish program at times made me **step out of my comfort zone** but I think it has provided me with some great tools to assist me in my daily job. It has given me the confidence to take a moment for myself without seeing this as “slacking off” from the work that I have to do.”

“Flourish has enabled me to **understand my role as a Principal and my role as a parent**. The personal and professional capital Flourish has given me has helped in shaping how I am perceived at home and at work.”

“Thank you is the biggest thing from me. I have gained so much from Flourish but also know that I can slip every now and then and that is okay. **Be kind to myself!** When I am calm and reflective as the leader, my team is much calmer, more productive and happy. I am so glad that I did Flourish. I’d sincerely like to thank the team but in particular, Adam. Keep up the fantastic work everyone.”

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